

TEACHING LITERACY IN TENNESSEE: UNIT STARTER GRADE 3 ELA UNIT CONNECTED TO SOCIAL STUDIES (CHANGE)

Important Note: *The Unit Starter provides the foundation for English language arts unit planning in connection with social studies. In addition to thoughtful preparation from these resources, there are additional components of the literacy block for which educators will need to plan and prepare. See page 6 for more guidance on planning for other components of the literacy block.*

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GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING UNIT STARTERS?

The research is clear: Reading proficiently—especially reading proficiently early—prepares students for life-long success. To support greater reading proficiency among all students in Tennessee, Governor Haslam, the First Lady, and Commissioner McQueen kicked off the Read to be Ready campaign in February 2016 with a goal of having 75 percent of Tennessee third graders reading on grade level by 2025. Together, we are making progress. High-quality texts that meet grade-level expectations are increasingly making their way into classrooms. Students are spending more time reading, listening, and responding to texts that have the potential to build both skills-based and knowledge-based competencies. However, the first year of the initiative has revealed a need for strong resources to support the growing teacher expertise in Tennessee.

In May of 2017, the Tennessee Department of Education released [Teaching Literacy in Tennessee](#). This document outlines the types of opportunities students need to become proficient readers, writers, and thinkers and includes a literacy unit design framework describing the ways that teachers can create these opportunities. This includes building rich learning opportunities around meaningful concepts within the English language arts block where students listen to, read, speak, and write about sets of texts that are worthy of students' time and attention.

The resources found in each of the [Teaching Literacy in Tennessee: Unit Starters](#) are intended to support planning for one full unit aligned to the vision for [Teaching Literacy in Tennessee](#). They are intended to serve as a model to reference as educators continue to design units and compare the alignment of lessons to the vision for [Teaching Literacy in Tennessee](#).

2. WHAT RESOURCES ARE INCLUDED IN A UNIT STARTER?

The Unit Starters include several of the key components in the framework for [Teaching Literacy in Tennessee](#). These components serve as the foundation for strong unit planning and preparation.

Content Goals: Each Unit Starter begins with content goals that articulate the desired results for learners. [Adapted from McTighe, J. & Seif, E. (2011) and Wiggins, G. & McTighe, J. (2013)]

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries. This concept provides educators and students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world.

Universal Concept Example: Interdependence

Unit Concept: The unit concept is the application of the universal concept to one or more disciplines. This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning.

Unit Concept Example: Interdependence of living things

Enduring Understandings and Essential Questions: Enduring understandings are the ideas we want students to understand, not just recall, from deep exploration of our unit concept; and essential questions are the corresponding open-ended questions that will guide students' exploration of these ideas. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of

thinking. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings.

Enduring Understanding Example: People, plants, and animals depend on each other to survive.

Essential Question Example: Why do humans need to preserve trees?

Disciplinary Understandings and Guiding Questions: Disciplinary understandings are the specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these content-related ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. Guiding questions are open ended and guide students' exploration of the disciplinary understanding. These questions prompt ways of thinking and support knowledge building within the content areas.

Disciplinary Understanding Example: The structure of plants and the function of each part

Guiding Question Example: Why are roots important to plants?

The concepts for this set of Unit Starters were derived from the vertical progression of Tennessee's Social Studies Standards and focus on the universal concept of change. These standards are represented below. **Though strong connections are made to the social studies standards within the unit, it is critical to note that this Unit Starter does not encompass the totality of the identified social studies standards. The unit is not intended to replace social studies instruction.**

Kindergarten

- K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.
- K.17 Use correct words and phrases related to chronology and time.
- SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.
- SSP.05 Develop historical awareness by sequencing past, present, and future in chronological order; and understanding that things change over time.

Grade 1

- 1.22 Arrange the events from a student's life in chronological order.
- 1.23 Use correct words and phrases related to chronology and time, including past, present, and future.
- 1.24 Interpret information from simple timelines.
- 1.25 Compare ways people lived in the past and how they live today, including: forms of communication, modes of transportation, and types of clothing.
- SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.
- SSP.05 Develop historical awareness by sequencing past, present, and future in chronological order; and understanding that things change over time.

Grade 2

- 2.25 Identify the rights and responsibilities of citizens of the U.S.
- 2.26 Understand that there are laws written to protect citizens' right to vote.
- 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.
- 2.29 Examine the significant contributions made by people in the U.S. (See standard for people.)
- 2.30 Describe periods of time in terms of days, weeks, months, years, decades, and centuries.
- 2.31 Analyze and interpret events placed chronologically on a timeline.
- 2.32 Contrast primary and secondary sources.
- SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.

Grade 3

- 3.23 Describe the failure of the lost colony of Roanoke and the theories associated with it.
- 3.25 Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country.
- SSP.01 Gather information from a variety of primary and secondary sources.
- SSP.02 Critically examine a primary or secondary source in order to distinguish between fact and opinion.
- SSP.05 Develop historical awareness by recognizing how and why historical accounts change over time.
- SSP.05 Develop historical awareness by recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness.

Texts for Interactive Read Aloud & Shared Reading: Each Unit Starter includes a collection of complex texts to support strong interactive read aloud and shared reading experiences. These texts have been selected to provide regular opportunities for students to engage with rich academic language and build the disciplinary and enduring understandings for the unit. Given the complexity of these texts, teachers should revisit them with students after the initial read(s) to deepen knowledge. Multiple question sequences and tasks are included in the Unit Starter for most texts; however, teachers are encouraged to add additional readings, questions, and tasks as needed to meet the needs of their students. Teachers may also analyze and select additional suitable texts to extend and/or support the development of the unit concepts. *See page 38 in [Teaching Literacy in Tennessee](#) for the three-part model for determining text complexity: quantitative dimensions of text complexity; qualitative dimensions of text complexity; and reader and task considerations.*

Suggested Resources for Small Group & Independent Reading: The Unit Starters include a list of suggested resources (texts, videos, online resources) to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs. In addition, teachers are encouraged to select additional resources to extend and/or support the development of the unit concepts.

End-of-Unit Task: Each Unit Starter includes an end-of-unit task that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer the essential questions for the unit in an authentic and meaningful context.

Daily Tasks & Question Sequences: Each Unit Starter includes a daily task and question sequence for approximately two weeks of instruction. The question sequences integrate the literacy standards to support students in accessing the complex texts during interactive read aloud and shared reading by drawing students' attention to complex features in the text and guiding students toward the disciplinary and/or enduring understandings of the unit.

The daily tasks provide an opportunity for students to demonstrate their new understandings by applying what they have learned from the texts they read daily across the literacy block. The texts and tasks have been carefully sequenced to support students in building disciplinary understandings over the course of the unit, so students are able to successfully engage in the end-of-unit task.

Sidebar Notes: Throughout this document, two types of sidebar notes have been included in order to highlight opportunities for differentiation. Those entitled 'Differentiation for ALL Students' offer ideas for proactive adjustments that could be considered for the range of learners. Those entitled 'Differentiation for Specific Needs' provide more specific differentiation ideas for learners, such as English learners and students with reading difficulties including those displaying characteristics of dyslexia.

3. WHAT RESOURCES ARE NOT INCLUDED IN A UNIT STARTER?

These resources provide the foundation for unit planning but are not intended to be a comprehensive curriculum resource. Instead, educators must thoughtfully prepare from the resources that are included in the Unit Starter by adding additional resources as appropriate to meet instructional goals and student needs. The Unit Starters are designed to provide access to high-quality instruction for all students, including English learners and students who may be experiencing reading difficulties, such as those displaying characteristics of dyslexia. Based on their use of multiple data sources and their analysis of students' strengths and needs, teachers should differentiate instruction while implementing the Unit Starters to support continuous progress for all students. Consistent with the strategies embedded in the Unit Starters, students will experience impactful opportunities to listen to, read, think, talk, and write about texts while developing knowledge and enhancing vocabulary development. To ensure that all students make academic gains, teachers must continually monitor their students' learning, recognizing areas of need and providing relevant and focused support. For additional information regarding differentiation and supporting the range of learners, please see the [TN Differentiation Handbooks](#), [Dyslexia Resource Guide](#), and [Teaching Literacy in Tennessee: English Learner Companion](#).

In addition, teachers will need to plan for other components of the English language arts block. The Unit Starters **do not include** the following:

- Instructional guidance for small group and independent reading and writing
 - Students should be grouped flexibly and resources selected to meet specific and unique needs of students, which may change over time.
- Instructional guidance and resources for explicit foundational skills instruction and foundational skills practice in and out of context
 - Reading foundational skills instruction should follow a year-long scope and sequence and be responsive to the unique needs of your students.

Please refer to [Teaching Literacy in Tennessee](#) for definitions of new or unfamiliar terms used in this document.

4. HOW SHOULD I USE THE RESOURCES IN THE UNIT STARTER TO PLAN MY UNIT?

Interactive Read Aloud and Shared Reading Experiences

To prepare for the unit, start by thoroughly reviewing the resources that are included in the Unit Starter. These resources are designed to support students in thinking deeply about the unit concepts and the enduring understandings embedded in complex text through interactive read aloud and shared reading experiences. To support this step, a unit preparation protocol and a lesson preparation protocol are included in Appendices A and B.

Small Group Reading and Writing

In addition to interactive read aloud and shared reading experiences, plan small group instruction to support the diverse needs of students in your classroom. Group students flexibly and select texts that address students' strengths (e.g., prior knowledge) and meet their specific needs:

Accuracy/word analysis: Some students may need additional practice with foundational reading skills that have already been taught and now are applied to reading authentic texts.

Fluency: Some students may be strong decoders but still struggle to read fluently, which holds them back from successful comprehension.

Comprehension: Some students may require support for their use of comprehension skills and strategies for building knowledge and acquiring academic vocabulary.

The Unit Starters include a list of suggested resources (texts, videos, online resources) that can be used to support small group instruction.


Modeled, Shared, and Interactive Writing

While important for a teacher to use modeled, shared, and interactive writing in order to support student independence with the tasks, please note that the units include few call-outs, if any, for modeled, shared, and interactive writing in the unit. To prepare students for success on the daily and end-of-unit tasks in the Unit Starter, teachers should plan for modeled, shared and interactive writing opportunities. Modeled writing is an instructional strategy where the teacher explicitly demonstrates the writing process for different forms and purposes. Shared writing is an instructional strategy where the teacher and students compose a text together with the teacher acting as the scribe. Interactive writing is an extension of shared writing in which the teacher and students compose a text together with the teacher strategically sharing the pen during the process.

Independent Reading and Writing

The Tennessee English Language Arts Standards call for students to read a range of literary and informational texts and to engage in a high volume of reading independently. The standards also call for students to have aligned writing experiences that develop their skills as writers and support their comprehension of rich, complex texts. Plan for how you will use the suggested resources to engage students in a variety of reading and writing experiences. Consider setting up systems for accountability during independent work time such as one-on-one conferences, center assignments, and/or accountable independent reading structures.

See pages 41-43 in [Teaching Literacy in Tennessee](#) for a description of these instructional strategies and their purpose within the literacy block.



Differentiation for ALL Students: Lesson sequences should utilize a variety of instructional strategies that ensure students have opportunities to engage with the content, deepen their understandings, and express understandings in a variety of ways. This includes students who can extend understandings beyond the task requirements.

Explicit Foundational Skills Instruction

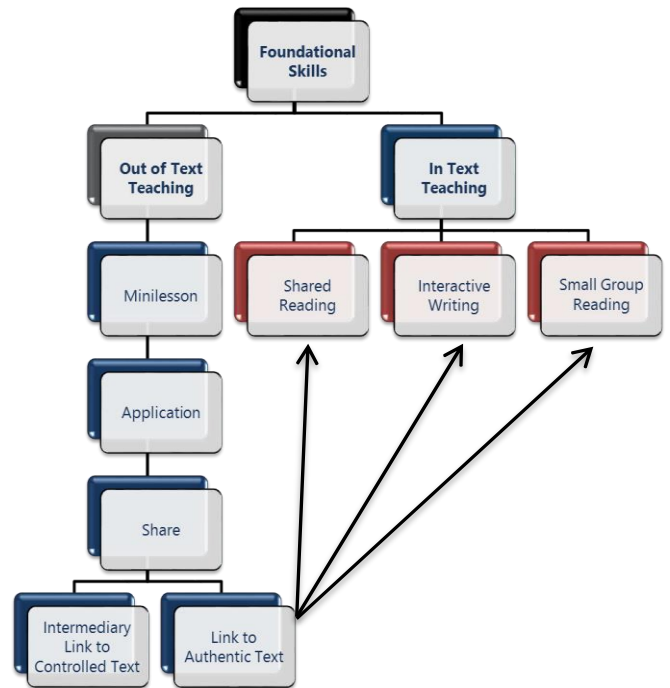
It is recommended that educators consult the Foundational Literacy Standards and use a systematic phonics sequence (often found within a phonics program) for foundational skills instruction in conjunction with the resources in the Unit Starter. Strong foundational skills instruction follows an intentional, research-based progression of foundational skills that incorporates phonological awareness, phonics, and word recognition.

Foundational Skills Practice Out of Text and In Text

Strong foundational skills instruction includes opportunities for students to practice their newly acquired skills out of text and in text.

Out-of-text instruction may take the form of mini-lessons and hands-on application through activities, such as word sorts or the use of manipulatives.

In-text instruction provides opportunities across the literacy block for students to further apply their new learning in authentic reading and writing texts. Foundational skills assessments should be ongoing and should be used to determine when students have mastered the skill and are ready to move on to the next skill.



See pages 78-79 in [Teaching Foundational Skills Through Reading and Writing Coach Training Manual](#) for more information about the relationship between out-of-text and in-text teaching.

Structures for Academic Talk and Collaboration

The Unit Starters include suggestions for questions and daily tasks, but they do not include guidance on how to structure sharing/discussion time. Consider planning how your students will engage with you and each other when responding to complex text orally or in writing by incorporating things like expectations for talk time, sentence starters, hand signals, etc.

5. WHAT MATERIALS DO I NEED TO ORDER AND PRINT?

Texts for Interactive Read Aloud and Shared Reading

Each of the texts included in the Unit Starters can be purchased or accessed online or through a local library. A list of these texts is included in the Unit Starter materials. Educators will need to secure, purchase, or print one copy of each text selected to support interactive read aloud experiences. Each student will need a copy of the selected text for the shared reading experiences, unless the text is projected or displayed large enough for all students to read.

Suggested Texts for Small Group and Independent Reading

Additionally, each of the texts suggested for small group and independent reading can be purchased or accessed online or through a local library.

Materials to Be Printed

The Unit Starters can be accessed digitally [here](#).

Differentiation for Specific Needs: English learners benefit from increased opportunities to interact with other students to utilize their newly acquired English language in authentic reading and writing contexts.

Educators may also consider printing:

- **Question Sequence** – Teachers may want to print question sequences or write the questions on sticky notes to have them available during interactive read aloud and shared reading experiences.
- **Daily Task** – Teachers may want to print the teacher directions for the daily task.
- **End-of-Unit Task** – Teachers may want to print the teacher directions for the end-of-unit task.

UNIT OVERVIEW

The diagram on the next page provides a high-level overview of the unit.

Guidance for the central text and suggested strategy for each day of instruction has been provided in the Unit Starter. It is important to note that this guidance does not reflect a comprehensive literacy block. Educators should support students in developing their expertise as readers and writers by flexibly utilizing a variety of instructional strategies throughout the literacy block.

Educators are also encouraged to use the guidance from this Unit Starter flexibly based on the needs, interests, and prior knowledge of students. For example, teachers may decide to re-read a text, pull in supplementary texts, or provide additional scaffolding based on their knowledge of their students. Teachers are encouraged to be strategic about how many instructional days to spend on this unit.

This Unit Starter is organized around three questions: (1) What are the desired results for learners? (2) How will students demonstrate these desired results? (3) What learning experiences will students need to achieve the desired results?

UNIT OVERVIEW

WHAT ARE THE DESIRED RESULTS FOR LEARNERS?

By the end of this unit, students will have developed an understanding of the following concepts and will be able to answer the following questions...

Universal Concept:

Change

Unit Concept:

Changing Historical Perspectives

Enduring Understandings:

Perspectives about the past change over time and shape our present views about the past.

Essential Question:

How should people “see” and think about what happened in the past?

Disciplinary Understandings:

Present-mindedness shapes our perspectives about events, issues, and people in the past in positive and negative ways.

Accurate facts and information from credible sources can challenge and change people’s misunderstandings about historical figures and events (e.g., Pilgrims, Thanksgiving).

Theories about what happened in the past (e.g., to the Lost Colony of Roanoke) can change based on new evidence from or new perspectives about historical accounts.

Guiding Questions:

How can the way we see and think in the present impact how we view the past? How can information challenge and change people’s perspectives on what happened in the past? When do historians’ theories about what happened in the past change?

HOW WILL STUDENTS DEMONSTRATE THESE DESIRED RESULTS?

Students will synthesize their learning from the unit texts and demonstrate understanding in the following authentic and meaningful context ...

End-of-Unit Task:

Leaders from a national museum want to create a new exhibit related to the New World from the middle 1500s to the middle 1600s knowing how many widespread myths there currently are. The exhibit needs a title, points of interest, and an informational flyer. In order to help the museum plan for the new exhibit, they have asked third graders in Tennessee to help.

In your opinion, what are the three biggest myths influencing our perspectives on historical events of this time (refer to your list that you have in your Mythbusters Notebook)? Write a proposal to the museum director, titling the exhibit and explaining why (opinion) these three events should be included in the exhibit and how (reasons/evidence) they should be depicted. Be sure to use evidence from our unit to support your proposal.

Your proposal should include:

- an introduction to your topic;
- a title of the exhibit;
- three myths that need to be debunked;
- reasons and evidence debunking each myth;
- a concluding statement; and
- linking words to connect myths to evidence.

Additionally, you will create an informational flyer to advertise the exhibit. You will design your flyer using facts, text features, and graphics from our unit to support the opening of the exhibit.

Your flyer should include:

- a title of the exhibit;
- three reasons for seeing the exhibit;
- an interesting layout;
- text features;
- graphics; and
- a date, time, and location of the exhibit.

WHAT LEARNING EXPERIENCES WILL STUDENTS NEED TO ACHIEVE THE DESIRED RESULTS?

Students will achieve the desired results as a result of deep exploration of complex texts through interactive read-aloud (IRA) and shared reading (SR) experiences ...

1621: A New Look at Thanksgiving (IRA)

My Life in the Plymouth Colony (SR)

Edward Winslow's Letter (SR)

Mayflower 1620: A New Look at a Pilgrim Voyage (IRA)

William Bradford's Excerpt, Of Plymouth Plantation (SR)

Pilgrims of Plimoth (SR)

Gross Facts About American Colonists (SR)

Middle Colonies: Breadbasket of the New World (SR)

New England Colonies: A Place for Puritans (SR)

Encounter (SR)

Squanto's Journey (SR)

1607 A New Look at Jamestown (IRA)

Roanoke the Lost Colony (IRA)

Mystery of the Roanoke Colonists(SR)

UNIT CONTENT GOALS

Differentiation for ALL Students: Instruction that is impactful for learners demonstrates that students' lived experiences and cultural background are important to advancing concept and content knowledge.

This Unit Starter was created with several levels of conceptual understanding in mind. Each conceptual level serves an instructional purpose, ranging from a universal concept that bridges disciplinary boundaries to concrete disciplinary understandings that focus instruction around specific schema. The diagram below shows the conceptual levels and questions that were considered during the development of all of the Unit Starters. The diagram on the following page outlines the specific concepts and questions for this Third Grade Unit Starter.

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries (i.e., super-superordinate concept). This concept provides students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world. (Example: Interdependence)



Unit Concept: The application of the crosscutting concept to one or more disciplines (i.e., superordinate concept). This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning. (Example: Interdependence of living things)



Enduring Understandings: The ideas we want students to understand, not just recall, from deep exploration of our unit concept. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of thinking. (Example: People, plants, and animals depend on each other to survive.)

Essential Questions: Open-ended questions that guide students' exploration of the enduring understandings or "big" ideas of the discipline. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings. (Example: Why do humans need to preserve trees?)

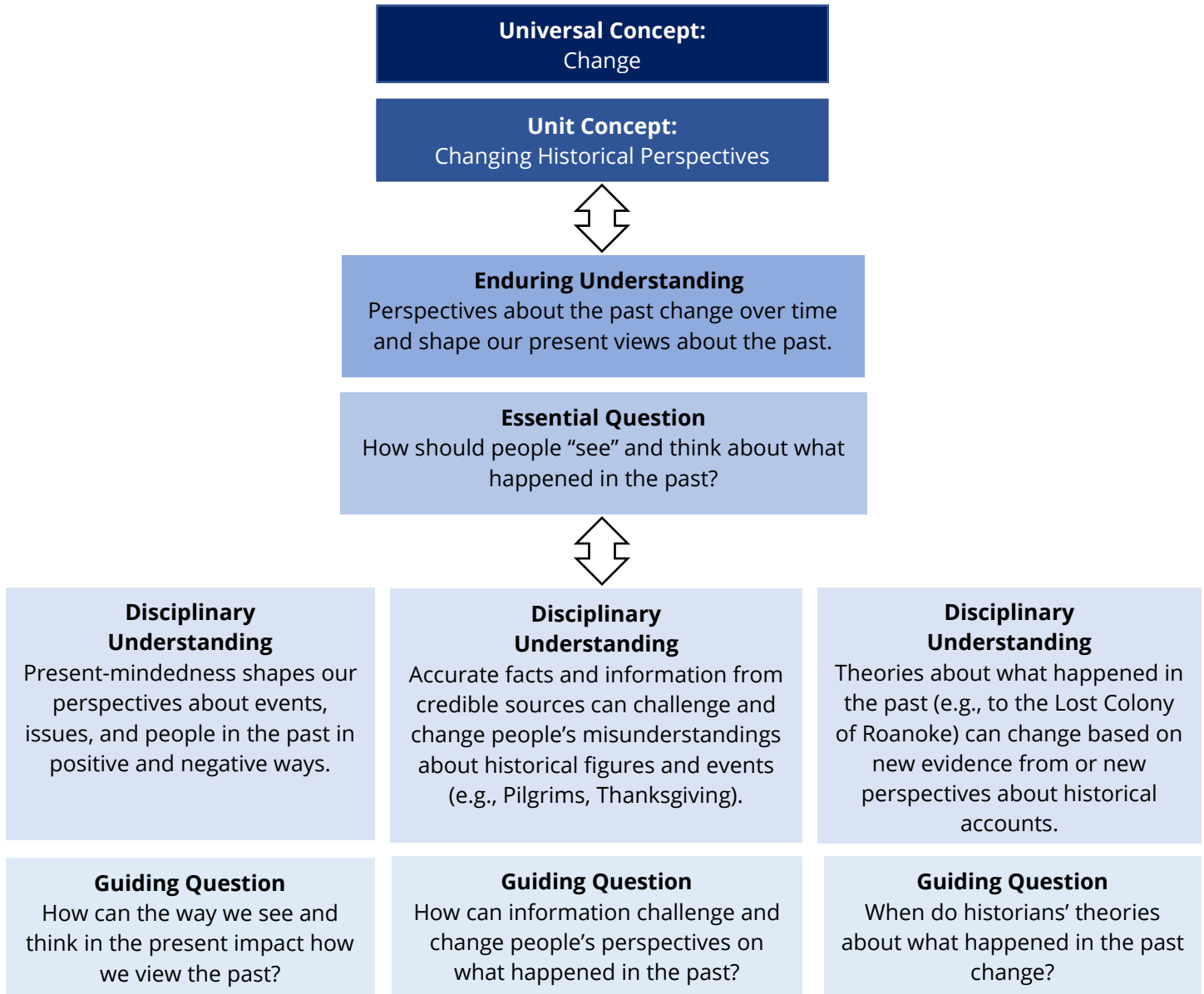


Disciplinary Understandings: The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these key ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. (Example: The structure of plants and the function of each part)

Guiding Questions: Open-ended questions that guide students' exploration of the disciplinary understandings in the unit and refer specifically to the domain (e.g., ecosystems). These questions prompt ways of thinking and perceiving that are the province of the expert. (Example: Why are roots important to plants?)

UNIT CONTENT GOALS

The diagram below shows the conceptual levels and questions that were considered during the development of this unit starter. The diagram below outlines the specific concepts and questions for the Third Grade Unit Starter.



Related Standards

- 3.23 Describe the failure of the lost colony of Roanoke and the theories associated with it.
- 3.25 Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country.
- SSP.01 Gather information from a variety of primary and secondary sources.
- SSP.02 Critically examine a primary or secondary source in order to distinguish between fact and opinion.
- SSP.05 Develop historical awareness by recognizing how and why historical accounts change over time.
- SSP.05 Develop historical awareness by recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness.

Differentiation for Specific Needs: All students, regardless of English language proficiency, pronunciation difficulties, or reading difficulties, are held to the same rigorous grade-level standards. Differentiation supports a path toward grade level expectations through the intentional proactive adjustments that teachers make.

UNIT STANDARDS

The questions and tasks outlined in this Unit Starter are connected to the following Tennessee English Language Arts and Social Studies Standards. As you will see later in the Unit Starter, the question sequences and tasks for each text integrate multiple literacy standards to support students in accessing the rich content contained in the texts.

ALIGNED STANDARDS: INFORMATIONAL TEXT

- 3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
- 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.
- 3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.
- 3.RI.CS.6 Distinguish reader point of view from that of an author of a text.
- 3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.
- 3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.
- 3.RI.IKI.8 Explain how reasons support specific points an author makes in a text.
- 3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
- 3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

ALIGNED STANDARDS: LITERATURE

- 3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
- 3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
- 3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).
- 3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.
- 3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
- 3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.

ALIGNED STANDARDS: WRITING

- 3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.
- 3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
- 3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)
- 3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic.
- 3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.
- 3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.
- 3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

ALIGNED STANDARDS: SPEAKING & LISTENING

- 3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
- 3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.
- 3.SL.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.SL.PKI.6 Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification

CONNECTED STANDARDS: SOCIAL STUDIES

- 3.23 Describe the failure of the lost colony of Roanoke and the theories associated with it.
- 3.25 Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country.
- SSP.01 Gather information from a variety of primary and secondary sources.
- SSP.02 Critically examine a primary or secondary source in order to distinguish between fact and opinion.
- SSP.05 Develop historical awareness by recognizing how and why historical accounts change over time. Develop historical awareness by recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness.

Differentiation for ALL Students: Students' knowledge and vocabulary development and text comprehension are greatly enhanced when they engage with texts that are appropriately complex. Students also need multiple opportunities to engage with texts that represent and link to their prior knowledge, family, communities, cultural experiences, and interests. In addition, text comprehension can be supported for students utilizing real life objects, visuals, models, and collaboration with partners or small groups.

TEXTS FOR INTERACTIVE READ ALOUD & SHARED READING

These texts have been selected to provide regular opportunities for students to engage with rich academic language and to build the disciplinary and enduring understandings for the unit. They have been vetted for quality and complexity to support strong interactive read aloud and shared reading experiences.

The texts selected for interactive read aloud are intended to build students' comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own.

The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, develop reading fluency, and build knowledge across a variety of genres. Shared reading texts should be appropriately complex text so that students can read with teacher guidance and support. Teachers will need to take the grade level and time of year into account when deciding if the shared reading texts are appropriate for their students. Teachers will also need to consider students' current abilities and the pace at which students need to grow to meet or exceed grade-level expectations by the end of the year. If the shared reading texts included in the Unit Starter are not appropriate for the specific group of students and time of year, educators are encouraged to make an informed decision about selecting a different text for shared reading. The shared reading texts in this Unit Starter are appropriate for instruction closer to the end of the academic school year. Later in the Unit Starter, you will see an example of different texts that may be more appropriate for different times of the year.

While preparing for instruction, educators are urged to carefully consider the needs and interests of the readers, including how to foster and sustain new interests, and to be strategic about the types of tasks that will support readers in deeply engaging with these rich texts. Teachers should also consider how they will make connections to students' prior knowledge and students' cultural and previous academic experiences. Teachers need to consider the vocabulary demands of the text and the level of support readers will need to deeply understand the text.

TITLE	AUTHOR
<i>1621: A New Look at Thanksgiving</i>	Catherine O'Neill Grace & Margaret Bruchac
<i>My Life in the Plymouth Colony</i>	Max Caswell
Edward Winslow Letter-Primary Source	Excerpt from his letter
<i>Mayflower 1620: A New Look at a Pilgrim Voyage</i>	Peter Arenstam, John Kemp, and Catherine O'Neill Grace
<i>Of Plymouth Plantation</i> (William Bradford's Excerpt)	William Bradford
<i>The Pilgrims of Plimoth</i>	Marcia Sewall
<i>Gross Facts About American Colonists</i>	Mira Vonne
<i>New England Colonies: A Place for Puritans</i>	Kelly Rodgers
<i>Middle Colonies: Breadbasket of the New World</i>	Kelly Rodgers

<i>Encounter</i>	Jane Yolen
<i>Squanto's Journey</i>	Joseph Bruchac
<i>1607 A New Look at Jamestown</i>	Karen E. Lange
<i>Roanoke the Lost Colony</i>	Jane Yolen
<i>Mystery of the Roanoke Colonists</i>	Amy C. Rea

SUGGESTED RESOURCES FOR SMALL GROUP & INDEPENDENT READING

These resources can be used to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs.

TITLE (TEXTS, VIDEOS & ELECTRONIC RESOURCES)	AUTHOR
<i>The Discovery of the Americas</i>	Betsy Maestro
<i>Who Really Discovered America?</i>	Kristine Asseline
<i>Christopher Columbus: New World Explorer or Fortune Hunter?</i>	Jessica Gunderson
<i>The New Americans : Colonial Times, 1620-1689</i>	Betsy Maestro
<i>Did Christopher Columbus Really Discover America?: And Other Questions About the New World</i>	Emma Berne
<i>Thanksgiving on Plymouth Plantation</i>	Diane Stanley
<i>Can't You Make Them Behave, King George</i>	Jean Fritz
<i>Life in the Colonies</i>	Emily Smith
<i>Day in the Life of a Colonial Soldier</i>	J L Branse
<i>If you were a Kid in the Thirteen Colonies</i>	Wil Mara
<i>Explorers of North America</i>	Christine Taylor-Baker
<i>Pedro's Journal: A Voyage with Christopher Columbus, August 3, 1492-February 14, 1493</i>	Pam Conrad
<i>The Boy Who Fell Off the Mayflower, or John Howland's Good Fortune</i>	P. J. Lynch

<i>This Land Is Your Land</i>	George Littlechild
<i>Three Young Pilgrims</i>	Cheryl Harness
<i>Around the World in a Hundred Years: From Henry the Navigator to Magellan</i>	Jean Fritz
<i>Exploration and Conquest: The Americas After Columbus</i>	Betsy Maestro
<i>Who Was First?: Discovering the Americas</i>	Russell Freedman
<i>The World Made New: Why the Age of Exploration Happened and How It Changed the World</i>	Marc Aronson
<i>Explore with Hernando de Soto</i>	Rachel Stuckey
<i>Explore with Ferdinand Magellan</i>	Marie Powell
<i>If You Sailed on the Mayflower in 1620</i>	Ann McGovern
<i>My Life in the Plymouth Colony</i>	Max Caswell
<i>Sarah's Journal</i>	Helen Bethune
<i>Southern Colonies: First and Last of 13</i>	Kelly Rodgers
<i>Mary Musgrove: Bringing People Together</i> (Social Studies Readers)	Torrey Maloof
<i>James Oglethorpe: Not For Self But Others</i> (Social Studies Readers)	Torrey Maloof
<i>Tomochichi: Chief and Friend</i> (Social Studies Readers)	Heather Schwartz
<i>Colonial Times from A to Z</i>	Bobbie Kalman
Virtual Field trip to Plimoth Plantation and American Indian Village	https://plimoth.org/learn/just-kids/virtual-field-trip
Plimoth Plantation.org passages	https://www.plimoth.org/learn/just-kids/homework-help/mayflower-and-mayflower-compact
mycorelibrary.com/roanoke-colonists	

Differentiation for ALL Students: Vocabulary acquisition is a critical component of reading comprehension. Students benefit from integrated vocabulary instruction, moving beyond memorization of definitions.

UNIT VOCABULARY

The following list contains vocabulary words from the interactive read aloud and shared reading texts that warrant instructional time and attention. Teachers should attend to these words **as they are encountered in the texts** to build students' vocabulary and to deepen their understanding of the unit concepts. Educators are encouraged to identify vocabulary that might be unfamiliar to students and to determine how they will teach those words (implicit, embedded, or explicit instruction) based on knowledge of their students. See Appendix C for an example routine for explicit vocabulary instruction.

Educators are also encouraged to dedicate a space in their classrooms to record unit vocabulary. This will provide a reference point for the students as they read, write, and talk about the unit topics. Through repeated attention to these words over the course of the unit, students will develop their understanding of these words and will begin to use them in speaking and writing activities.

Day 1	Day 2	Day 3	Day 4	Day 5
savages lurking fashioned roving biased journal record harvest matriarch	persisted diplomacy myth litany	harvest bounty/bountiful religion/religious evolve/evolution fowling bestowed recreations	vessel harbor perils miseries	prosper merchants displeasing abundance territory hideous desolate turmoil abundant
Day 6	Day 7	Day 8	Day 9	Day 10
disrespect document menfolk womenfolk role	settlers European colonists	dispute tragedy encounter Puritans Separatists	diverse	pale stranger
Day 11	Day 12	Day 13		
peace	static archaeological excavated	theories razed ransacked		

1621: A NEW LOOK AT THANKSGIVING – READING 1, QUESTION SEQUENCE 1

TEXT

Differentiation for ALL Students: Students' knowledge development, vocabulary development, and text comprehension are greatly enhanced when they engage with texts that are appropriately complex.

Text: 1621: A New Look at Thanksgiving

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

Differentiation for Specific Needs: Students with reading difficulties (particularly those with characteristics of dyslexia) and English learners need opportunities to interact with (including listening to) text that is appropriately complex across multiple genres to ensure students' access to unfamiliar vocabulary and new concept knowledge.

QUANTITATIVE COMPLEXITY MEASURES

1100L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The text is organized with a table of contents and chronological sections to develop a deeper understanding of Thanksgiving. Some connections between expanded ideas are developed. Use of graphics extends the reader's understanding of the meaning of text.

LANGUAGE FEATURES

The language features are moderately complex. The text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational vocabulary supported throughout text using illustrations. Tier II vocabulary examples: myth, persisted, diplomacy, imposing. Sentence structure is more complex with the use of phrasing and punctuation to create lengthy sentences.

MEANING/PURPOSE

The purpose is very complex. There are multiple levels of meaning in this text. This is a story about the history of Thanksgiving. The challenge is for students to synthesize new information from multiple perspectives that will help form their thoughts and ideas. The theme of "shared history" brings together the sources of many backgrounds.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students will come with a level of background knowledge about the history of Thanksgiving. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation of this holiday.

LESSON OBJECTIVES FOR THIS READING

Students will understand that perspectives about the past change over time and shape their present views about the past. To achieve this understanding, the students will:

- compare and contrast what they already know about the history of Thanksgiving and the new information they learn from the text;
- explain reasons from the text that support the author's account of the first Thanksgiving; and
- summarize how their thoughts and perspectives about Thanksgiving have changed based on new information.

Differentiation for ALL Students: Teaching related vocabulary words by bridging from a known word to an unknown word impacts the use and understanding of those targeted words. For example, teaching "transportation" as a noun may be known to students. Then, it might be linked to "transport" as a verb and "portable" as an adjective.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- savages (embedded)
- lurking (embedded)
- fashioned (implicit)
- roving (explicit)
- biased (explicit)

Differentiation for ALL Students: Teachers should create standards-aligned daily tasks that foster each student's development of knowledge and skills within and across texts until they are able to fully demonstrate their learning through a more comprehensive end-of-unit task. Students can also be challenged to express understandings beyond the requirements of the task.

DAILY TASK

Sometimes, it is easy to think we know everything, especially about something as traditional as Thanksgiving. Write a thank you letter to the museum leaders at Pilmoth Plantation. In your letter, summarize how your perspective about Thanksgiving has changed and why. Also, include why you are thankful for the work they have done and continue to do. Be sure to use friendly letter format, provide a summary of your change in perspective, and cite evidence to support your thoughts.

Your writing should:

- be in friendly letter format;
- provide a summary of how your perspective has changed;
- provide reasons/evidence to support your changes perspective;
- tell why you are thankful for the work of the museum; and
- use precise language from the vocabulary you have learned.

Teacher's Note: Please see the resource section that follows the question sequence for information about a class anchor chart. This daily task is meant to be completed after reading this text and the next, My Life in the Plymouth Colony.

Differentiation for Specific Needs: Students with reading difficulties and English learners may require extended think time and varying levels of support.

POSSIBLE STUDENT RESPONSE

November 5, 2018

Dear Plimoth Plantation Leader,

Thank you for working to help everyone understand history better. My class and I are studying the American colonies and their history. When we began, I really thought that the pilgrims wore black suits and black hats, and that they landed in an area that where no one else lived. I also thought that the American Indians were savages that were roaming the land. But now, I know that the pilgrims were not even called pilgrims, and that they wore colorful clothes. I also know that the American Indians were not savages, but were actually helpful and that many lived in the area. In conclusion, I know that my perspective was biased because I only knew part of the story. Thank you for helping me better understand history.

Sincerely,
Tennessee 3rd Grader

Differentiation for ALL Students: Students should be provided multiple opportunities to demonstrate and extend their learning with frequent opportunities to question, speak, and write about text concepts and supporting ideas making connections across disciplines.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Only read the Forward, page 7, and Making a Myth, page 27.</i></p> <p><i>Teacher's Note: It is important to begin this unit by addressing the background knowledge students have about the history of Thanksgiving. You will create a KWL chart to document knowledge and beliefs students have about why we celebrate this holiday. Add students thinking to the class anchor chart prior to reading. This will provide an opportunity for students to grapple with new information as their current way of thinking is acknowledged or challenged.</i></p> <p><i>Opening Script: "Today we will read about the first Thanksgiving. What do you know about Thanksgiving? What do you want to learn about the first time that Thanksgiving was celebrated?"</i></p>	
Page 7	Wow! Only 115 words from a letter written in 1621 inspired a national holiday of Thanksgiving. How does that make you think about the power of words?	Knowing that a national holiday was started because of a paragraph makes me think it was written by someone very important and that we believed it was true.

Page 7	When the author writes, “a number of today’s assumptions about that event are based more on fiction than on fact,” what are some thoughts you are having?	I’m thinking that fiction means that something is made up, and I am wondering how many things we think we know may actually be made up or be fiction.
Page 7	What does perspective mean?	Perspective means how we think about events, issues, and actions.
Page 7	Our perspective on Thanksgiving has been based on one account (115 words) from one source. How do you anticipate a reinterpretation of this 1621 “Thanksgiving” being different from our current interpretation? Why?	The text tells us that they began gathering information from other sources, such as the Wampanoag people, which resulted in different perspectives. The new interpretation might include more American Indian history.
Page 7	In the foreword of this book, we have read that we will be learning new information about Thanksgiving. What sources do the authors tell us they used to create this new interpretation?	They used new research, artifacts, home sites, and accounts from Wampanoag people, cultural events, and other perspectives to inform their interpretation.
Page 27	How does knowing that a 19 th century painter created our idea of what Thanksgiving looked like make you think about the power of illustrations? What question(s) would you like to ask the painter about being sure she has accurate information?	I wonder how an illustrator could paint an accurate picture of something from hundreds of years before. Possible answers: What source did you use to begin your painting? Did you know that your painting would be taken as truth?
Page 27	What were the biases represented in the painting and why? How might you summarize details and misrepresentations about dress, prayerful hands, etc.? <i>Teacher’s Note: The Tennessee Standards for Social Studies refer to the name American Indians, while some authors might refer to name Native Americans. Be sure to provide an understanding that these names are synonymous.</i>	The paintings portrayed the English as very religious and brave, looking prosperous. The paintings portrayed the American Indians as savages, lurking on the side. They didn’t have cranberry sauce or pumpkin pie at the celebration in 1621. The English did not call themselves pilgrims at that time. These were myths. The clothes were not drawn accurately. The pilgrims did not dress in black to look somber, and they didn’t wear hats with buckles. The American Indians did not wear

		feathered headdresses and blankets over their shoulders. These were myths, too.
Page 27	How does it make you think about the importance of perspective when the author writes, "They got their ideas about Indian dress from Buffalo Bill's Wild West Show, an entertainment show from the past?" Knowing that it was a fictional show, staged by non-American Indians.	The way American Indians were drawn was the way the illustrator understood them.
Page 27	When the author states American Indians were called, "savages," and describes them as, "lurking," could this impact the way an illustration is interpreted and why?	Yes, this could impact the way an illustration is interpreted. The words "savages" and "lurking" make me think of danger.
Page 27	How could visiting Plimoth Plantation support our thinking about some of our truths about American Indians, colonists, and the beginning of Thanksgiving?	Plimoth Plantation has researched artifacts, sites, cultures, and members of the Wampanoag tribe. This research can provide factual details and accounts of American Indians, Colonists, and the Thanksgiving holiday.
Page 27	<p>What new information have we learned about the Thanksgiving in 1621, and how is this information different from earlier myths about this first Thanksgiving?</p> <p>(Give students an opportunity to add information to their Truths and Myths chart in their student packet.)</p>	<p>We learned that there were no American Indians at Plymouth with woven blankets over their shoulders or large feathered headdresses. Instead they wore decorated clothing that was made from deerskin, elk hide, moose hide, and fur. The colonists wore colorful clothes, such as doublets or jackets and waist coats or vests that were colorful; they were not dressed in all black clothes and they didn't wear tall hats with buckles. The paintings did not represent what actually happened at the gathering.</p> <p>For example:</p> <p>Myth: Pilgrims wore black and white clothes.</p> <p>Truth: Pilgrims wore colorful clothes.</p> <p>Evidence: artifacts that have been found</p>

Teacher's Note: Before reading either texts for today, complete the K(know) and W(want to learn) on the following anchor chart collaboratively as a class. This chart is also included in the student packet. You may choose to have students complete this KWL chart on their own as well. After reading both texts, together you will complete the L (learned) column. The second anchor chart is included in the student packet for students to complete throughout the reading of both texts. During both readings, students will use information gained during reading and discussion to begin charting myths and truths in their student packet. You may also decide to complete the Myths and Truths chart as a class on an anchor chart. Provide opportunities throughout the unit to add to both graphic organizers.

Students will use the KWL chart, their Truths and Myth chart, and the texts to compare and contrast shifts in their thinking as a result of class discussion, text evidence, and new information. They will summarize this shift by writing a letter to the Pilmoth Plantation Museum leaders for the daily task.

[illegible][illegible]

MY LIFE IN THE PLYMOUTH COLONY – READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT	Differentiation for Specific Needs: After selecting each text, teachers must consider the underlying cultural understandings and vocabulary required for comprehending the text and plan connections to prior knowledge.
Text: <i>My Life in the Plymouth Colony</i>	
Question Sequence: First Read	
Instructional Strategy: Shared Reading	

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
N/A	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>The text structure is moderately complex. The text is organized in multiple ways alternating from journal writing, text boxes detailing facts from history, and captions to support the illustrations. All of this serves to help students develop a deeper understanding of what life on the Plymouth Colony was like.</p>	<p>The language features are moderately complex. Conventional language within the text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational vocabulary supported throughout text using illustrations. Tier II vocabulary examples: matriarch, record (multiple meaning), harvest, and journal. Sentence structure is slightly complex with journal entries, but text boxes provide more complex application with the use of content specific words.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>The purpose is moderately complex. The purpose of this text is to give an account from a colonial child's perspective about their life in Plymouth. This is easily achieved through the author's use of journal entry to share the events. The challenge for students is to synthesize new information from text boxes and captions to support the perspective shared by the journal writer.</p>	<p>The knowledge demands are slightly complex. Students will come with a level of background knowledge about the history of the early colonists. They will be introduced to the thoughts and feelings of others within this text. This will provide some context to the developing questions they will have about why children were separated from their family to promote sustainability of a colony.</p>

LESSON OBJECTIVES FOR THIS READING

Students will understand more about the lives of early American colonists and continue to consider how new information changes our perspectives. To achieve this understanding, the students will:

- compare and contrast what they already know and will learn about the history of early Colonists;
- use text features in the diary entries efficiently to gain information about early colonial life;
- distinguish the reader's point of view from the point of view of the child writing the diary to better understand the purpose of a diary; and
- use information from both the diary and the informational notes from history that are included in the text to summarize new learning about life in the Plymouth Colony.

VOCABULARY WORDS

Differentiation for Specific Needs: Since vocabulary knowledge impacts text comprehension, students displaying characteristics of dyslexia, who may have restricted vocabulary development, need to access texts at their comprehension level, often through listening. Listening comprehension supports vocabulary development, even when decoding is far more difficult.

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- journal (explicit)
- record (explicit)
- harvest (explicit)
- matriarch (embedded)

DAILY TASK

Differentiation for Specific Needs: For students demonstrating characteristics of dyslexia, attention is given to the various ways that students can demonstrate mastery of required standards, such as verbally giving information or using a word processor for written tasks. With the reciprocal nature of reading and writing, students, especially those with characteristics of dyslexia, also need opportunities to apply foundational literacy skills when decoding and encoding connected text.

Sometimes, it is easy to think we know everything, especially about something as traditional as Thanksgiving. Write a thank you letter to the museum leaders at Pilmoth Plantation. In your letter, summarize how your perspective about Thanksgiving has changed and why. Also, include why you are thankful for the work they have done and continue to do. Be sure to use friendly letter format, provide a summary of your change in perspective, and cite evidence to support your thoughts.

Your writing should:

- be in friendly letter format;
- provide a summary of how your perspective has changed;
- provide reasons/evidence to support your changes perspective;
- tell why you are thankful for the work of the museum; and
- use precise language from the vocabulary you have learned.

Teacher's Note: This daily task is meant to be completed after reading this text and the next, My Life in the Plymouth Colony.

Differentiation for Specific Needs: Students with reading difficulties and English learners may require extended think time and varying levels of support.

POSSIBLE STUDENT RESPONSE

November 5, 2018


Dear Plimoth Plantation Leader,

Thank you for working to help everyone understand history better. My class and I are studying the American colonies and their history. When we began, I really thought that the pilgrims wore black suits and black hats, and that they landed in an area that where no one else lived. I also thought that the American Indians were savages that were roaming the land. But now, I know that the pilgrims were not even called pilgrims, and that they wore colorful clothes. I also know that the American Indians were not savages, but were actually helpful and that many lived in the area. In conclusion, I know that my perspective was biased because I only knew part of the story. Thank you for helping me better understand history.

Sincerely,
Tennessee 3rd Grader

Differentiation for Specific Needs: English learners, in particular, need to think and respond to text through speaking and writing. Oral and written English proficiency is critical to English language acquisition. Text discussions for English learners should incrementally move students from informal conversations with less demands on use of newly acquired knowledge to those that require strong academic language skills that are cognitively demanding.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "We will continue to read about early life in the colonies and how one child might have recorded her thoughts about her way of life."</i>	
Page 4	<p>Whose record is this?</p> <p>What might we call this type of record she is keeping?</p> <p><i>Teacher's Script: "Throughout this diary-type text, we are going to find additional information in the text features we encounter. This additional information is called Notes from History. It is important that we analyze that information also in order to make meaning of this text and to identify facts about this time period."</i></p>	<p>This is the record of a child in the colonies.</p> <p>We might call this a diary.</p>
Page 6	On page 6, we learn that Anne received a letter from her mother. Why is her mother writing to her?	Her mother is writing to her because colonists believed that parents babied their children too much. At age 8, children were sent to live and work with

	How did you learn of this belief the colonists had about their children?	another family. I found that information in the factual notes on this page. If I had skipped over that insertion, I would not have known that information.
Page 6	Imagine that you lived in the same time period. Tell your partner what would be different from your life today.  (This is a possible opportunity for a collaborative talk structure.)	Discussion possibilities: Today I play with my brother and sister after school. I have some chores, but not like the hard chores from colonial times. Back then, I might live with another family and do work like sewing, cooking, and farming rather than playing with my family and doing my chores.
Page 8	The matriarch is the mother of the family who was responsible for helping the children learn to read. How did this child learn to read? How do you know?	I read in the diary entry and the captions and examined the pictures to learn that the child learned to read using a hornbook.
Page 10	How does the helpfulness of the American Indians described on page 10 connect with your thinking about the history of Thanksgiving that we read about in our first text?	The connection that I am making is that the American Indians were helpful to us and helped us grow our first corn, not “lurking on the sidelines” like they were in the painting.
Page 11	How does the fact that the Wampanoag’s were documented to have lived in this area for thousands of years contradict that they were “roving” in the wilderness.	If the Wampanoag people had lived there for thousands of years, this was their home and they understood the land and were settled there.
Page 18	Think about the use of punctuation that the child writer uses. How does this support our knowledge of her emotions and thinking?	I can tell that she is excited that they would be able to eat all winter. She uses exclamation marks to indicate her excitement throughout the text, such as when she describes what they would have to eat, “...bounty!”
After Reading	How does this text help to shape our understanding of this time in history? How has your view of history changed after reading this text?	We learned facts about how the early life in the colonies such as there were no schools at first and children learned to read at home using a hornbook, that children were sent away to live with other families so that they could learn how to do chores that were needed at home, and that the Wampanoag people

		were helpful and taught the colonists how to grow and harvest the corn and how to save seeds and pound some of the corn into flour or corn meal. Corn became an important crop for the early colonists. We learned that this land was the home of the Wampanoag and that they were not wanderers who didn't stay in one place. These facts help us to understand what really happened in the early colony.
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1621: A NEW LOOK AT THANKSGIVING – READING 2, QUESTION SEQUENCE 2, DAILY TASK 2

TEXT

Text: *1621: A New Look at Thanksgiving*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

1100L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The text is organized with a table of contents and chronological sections to develop a deeper understanding the events of the “1621: First Thanksgiving” (harvest gathering) may be founded in misinformation. Some connections between expanded ideas are developed. Use of graphics extends the reader’s understanding of the meaning of text.

LANGUAGE FEATURES

The language features are moderately complex. The text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational vocabulary supported throughout text using illustrations. Sentence structure is more complex with the use of phrasing and punctuation to create lengthy sentences.

MEANING/PURPOSE

The purpose is very complex. There are multiple levels of meaning in this text. This is a story about the history of Thanksgiving meal/harvest gathering. The challenge is for students to synthesize new information from multiple perspectives that will help form their thoughts and ideas. The theme of “shared history” brings together the sources of many backgrounds.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students will come with a level of background knowledge about the history of Thanksgiving. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation of this first gathering.

LESSON OBJECTIVES FOR THIS READING

Students will understand that their current knowledge about the history of the “1621: First Thanksgiving” (harvest gathering) may be founded in misinformation from sources based on the perspective of how it was recorded and interpreted. Students will investigate the facts surrounding the inclusion of American Indians’ perspective alongside the colonists’.

To achieve this understanding students will:

- ask and answer questions about the harvest gathering when the colonists and the Wampanoag people came together to celebrate;
- describe the cause and effect relationship between the different perspectives about the harvest gathering;
- engage in collaboration with a partner or group to identify the series of historical events that occurred during the harvest gathering and help solidify thinking about new information and changes in perspectives;
- make inferences and draw conclusions about the reasons for coming together for the harvest gathering; and
- create a harvest invitation to the Wampanoag tribe that would more accurately depict the gathering of both groups of people.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- persisted (explicit)
- diplomacy (explicit)
- myth (embedded)
- litany (explicit)

DAILY TASK

Pretend you are a colonial colonist. Write an invitation to the Wampanoag tribe to come to your harvest gathering that would accurately depict the gathering of both groups of people (“The First Thanksgiving”). Use information gathered from texts and discussions around this topic. Additionally, you will need to ensure that there is accurate information regarding the dates, location, and invitees. Please use an invitation format.

Your writing should:

- be in invitation format;
- provide accurate information about dates, location, and invitees;
- use accurate information to explain the event that will be held with the Wampanoag tribe; and
- use precise language from the vocabulary you studied.

POSSIBLE STUDENT RESPONSE

To: Chief Massasoit and the Wampanoag tribe
From: William Bradford and the Colonists


Harvest Gathering

Who: Wampanoag tribe and Colonists

When: Fall 1621

Where: Patuxet village, or New Plymouth

What: We would like to invite you and your tribe to join us in a three day harvest gathering to celebrate our first harvest here in the New World. You and your tribe have been so helpful by teaching us to farm, hunt, and fish. Please come and celebrate this time with us.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Only read A Bountiful Harvest, page 9, and The Harvest, pages 29-33.</i></p> <p><i>Teacher's Script: "We will continue to read about Thanksgiving and the events that occurred when the colonists and the Wampanoag people met for the first harvest gathering."</i></p>	
Page 9	<p>Turn and talk with your partner about the time, place, and people of the harvest gathering that we think of as the First Thanksgiving. What are we learning?</p> <p> (This is a possible opportunity for a collaborative talk structure.)</p>	It was the fall of 1621 at a settlement by the ocean called New Plymouth. The Wampanoag Tribe was there with 52 Mayflower survivors. Almost half of the Mayflower colonists died within a year.
Page 9	How does the author's word choice of "homeland" in the second paragraph make you feel about them renaming the area New Plymouth?	Homeland is a compound word with the word home and land. When the author uses that word, it makes me wonder how the colonists could rename something that wasn't even theirs. They also named it New Plymouth, like Plymouth, England.
Page 9	<p>The colonists and Wampanoag groups met and ate for three days, and engaged in 'diplomacy'. What might that mean?</p> <p>How is this notion different from the myth of "wild Indians?"</p>	<p>I think that engaging in diplomacy means talking about how they can work together and get along.</p> <p>This idea of the Wampanoag native people shows how the American Indians actually knew a lot and were civilized.</p>

		They were not wild and savage people.
Page 9	<p><i>Teacher's Note: Re-read paragraph three. To frame the reading, ask this question:</i></p> <p>What perspective has been left out of our traditional Thanksgiving story?</p> <p>Explain the cause and effect relationship between our perspectives on Thanksgiving and the lack of information that we had.</p>	<p>We never took the Wampanoag perspective into account. Therefore, our views on Thanksgiving were very one-sided or biased from just the perspective of the colonists. If we knew more from other perspectives, we might have a more accurate idea of what really happened.</p> <p>Because we didn't consider the Wampanoag people and information about them, our perspectives about Thanksgiving have been biased and untrue.</p>
Page 29-31	<p>We have read Winslow's account of the first Thanksgiving. But taking a look at the true sequence may help us understand this more fully.</p> <p>Prior to the harvest gathering, how did the colonists and Wampanoag people interact?</p>	Tisquantum and Hobbamock had been living in the colony and helping the colonists farm and communicate with the Wampanoag people.
Page 30-31	Think back to our shared reading of, <i>My Life in the Plymouth Colony</i> . We learned about how the American Indians helped the colonists. How does this text support that idea?	This text says that Tisquantum actually lived with the colonists to help them learn to farm and fish. It supports what we learned in the other text.
Page 30-31	Based on the map on page 30 and the position of Hobbamock's home, what might you infer about his level of acceptance by the colonists?	I think they accepted his help, but might have felt safer if he lived across the brook.
Page 33	Recount the events of the Wampanoag people's perspective of how they were "invited" to the harvest gathering.	<p>There was shooting from the colonists.</p> <p>The chief sent 90 men to check for safety.</p> <p>They found out that the colonists were celebrating.</p> <p>The colonists asked them to join.</p> <p>They celebrated a bountiful harvest for three days.</p>

Page 33	Now that we have read about this harvest gathering, what have you learned that is different from the myths that have been told?	We learned that the colonists and the Wampanoag were friendly with each other and joined together to bring food for the feast and to eat together. The colonists were thankful for Tisquantum, who taught them how to grow corn and use fish to fertilize the fields. We learned that they feasted for three days and not just one day and one meal, which is a myth about this Thanksgiving. Both the colonists and the Wampanoag joined together playing games, such as playing with a ball and blind man's bluff. They also sang music.
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1621: A NEW LOOK AT THANKSGIVING – READING 3, QUESTION SEQUENCE 3, DAILY TASK 3

TEXT

Text: *1621: A New Look at Thanksgiving*

Question Sequence: Third Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

1100L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The text is organized with a table of contents and chronological sections to develop a deeper understanding how the misnaming of The First Thanksgiving evolved into our nation's holiday. Some connections between expanded ideas are developed. Use of graphics extends the reader's understanding of the meaning of text.

LANGUAGE FEATURES

The language features are moderately complex. The text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational vocabulary supported throughout text using illustrations. Sentence structure is more complex with the use of phrasing and punctuation to create lengthy sentences.

MEANING/PURPOSE

The purpose is very complex. There are multiple levels of meaning in this text. This is a story about how our nation's Thanksgiving holiday evolved based on misinformation. The challenge is for students to synthesize new information from multiple perspectives that will help form their thoughts and ideas.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students will come with a level of background knowledge about the history of Thanksgiving. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation of this event led to our current understanding and celebration of Thanksgiving.

LESSON OBJECTIVES FOR THIS READING

Students will understand that the tradition of Thanksgiving has evolved and what events impacted the evolution of our national holiday.

To achieve this understanding, the students will:

- will read closely to understand how and why the Wampanoag and the colonists came together;
- ask and answer questions about the traditions of the colonists and the Wampanoag people that might have influenced their actions during the first harvest gathering;
- explain reasons, supported with text evidence, for the evolution from the first harvest gathering to a popular holiday and tradition; and
- synthesize information gathered from texts, primary sources, and discussions to explain their changed perspective on Thanksgiving citing text evidence to support it.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- harvest (explicit)
- bounty/bountiful (explicit)
- religion/religious (implicit)
- evolve/evolution (implicit)

DAILY TASK

Choose a person to email (parent, lawmaker, community member, younger student, etc.) and explain the actual first Thanksgiving. Be sure to explain how your thinking and perspective about Thanksgiving has evolved. Cite text evidence to support your perspective.

Your writing should:

- be in email format;
- provide accurate information explaining the first Thanksgiving;
- use accurate information to explain how your perspective about Thanksgiving has evolved; and
- use precise language from the vocabulary you studied.

Teacher's Note: Today's daily task will be completed after this interactive read aloud and the shared reading of Edward Winslow's letter and account of the harvest gathering.


POSSIBLE STUDENT RESPONSE


To: Mom
From: Third Grader
Subject: The Real First Thanksgiving

Good morning!

I have been learning so much at school! My perspective about history is really changing as I learn new information. Did you know that the First Thanksgiving was a celebration of the colonists surviving their first year and having food to eat? The colonists didn't even invite the American Indians. They just came over when they heard the gun shots. In fact, the American Indians were afraid to come. My perspective has certainly changed. I used to think it was a nice dinner that everyone was invited to and they wanted to celebrate together. It turns out, the more you learn, the more your perspective changes.

See you this afternoon!
Third Grader

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Only read Giving Thanks, pages 37-39, and Evolution of a Holiday, pages 40-41.</i></p> <p><i>Teacher's Script: "We are going to return to our text to continue to extend our thinking about how our celebration of the Thanksgiving holiday has evolved."</i></p>	
Page 39	What was the purpose of the of the 1621 harvest gathering?	The purpose of the harvest gathering was for the colonists to celebrate their successes and survival in the New World.
Page 39	<p>Based on the text, the 1621 harvest gathering has been mislabeled as the first Thanksgiving. Do you agree with the author or disagree? Why?</p> <p> (This is a possible opportunity for a collaborative talk structure.)</p>	The text says that the English used the word "Thanksgiving" to mean a religious celebration. Since this gathering wasn't a religious service, but instead a celebration of their harvest, then I agree with the author.
Page 40	How does the author's words in the first paragraph give us the idea that the purpose behind early Thanksgivings changed? What details does the author provide to help you understand this? What are some examples that describe the changes?	The author uses the word, "evolve," to show that this holiday changed over time. It began as a way to celebrate a successful harvest but changed into a day to celebrate military victories over the American Indians and later the British.

	What do the illustrations help you understand?	The illustration of the child sitting on the turkey holding a flag helps me to understand what the author was saying about "Thanksgiving" evolving into a holiday about American victories.
Page 40	In fifty years, we went from celebrating with the Wampanoags to celebrating the death of their chief's son. How does this tell us about the evolution of relations among the colonists and Wampanoag?	The relationships among the colonists and American Indians must have been constantly evolving. In fifty years, the celebrations went from celebrating with the American Indians to celebrating the deaths of American Indians.
Page 40	<p>The title, <u>Evolution of a Holiday</u>, is interesting. Why do you think the author chose this title? Use text evidence to support your answer.</p> <p>Think about the evolution of your thinking as we have been reading these texts. Talk to your neighbor about how your thinking has evolved and your perspective has shifted.</p> 	<p>This is a very appropriate title for this passage. Evolution means change over time, and this information tells how the reason that we celebrate Thanksgiving has actually changed several times from the First Thanksgiving until now.</p> <p>My thinking has changed because I used to think Thanksgiving was just about being thankful for things like family and friends. Now I know that it was also used to be thankful for things like winning battles.</p>

EDWARD WINSLOW'S LETTER (PRIMARY SOURCE) – READING 1, QUESTION SEQUENCE 1, DAILY TASK 3

TEXT

Text: *Edward Winslow's Letter* (see resource section)

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

1700L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The organization of this text is specific to the written and spoken communication of this time era. Students will need support structures to determine the meaning of text. Connections between expanded ideas are implied that allow opportunities for students to extend their thinking to develop a deeper understanding how the misnaming of the First Thanksgiving evolved into our nation's holiday.

LANGUAGE FEATURES

The language features are exceedingly complex. The dense and complex language contains abstract and time specific features. The vocabulary is archaic and unfamiliar to many students. Additionally, the sentence structure is complex with several subordinate clauses and varying lengths.

MEANING/PURPOSE

The purpose is very complex. There are multiple levels of meaning in this text that require students to unlock the language of the text to understand how our nation's Thanksgiving holiday evolved based on misinformation. The challenge is for students to work with a primary source document that requires them to synthesize new information from multiple perspectives to help form their thoughts and ideas.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students will come with a level of background knowledge about the history of Thanksgiving. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation of this event led to our current understanding and celebration of Thanksgiving. Intertextuality is a key factor in students gaining this knowledge.

LESSON OBJECTIVES FOR THIS READING

Students will understand that Edward Winslow's account of the harvest gathering was incorrectly labeled as the First Thanksgiving and how this misnaming impacted the evolution of our national holiday.

To achieve this understanding, the students will:

- closely read the primary source document from Edward Winslow to identify what can be learned from a primary source and why primary sources are important for identifying factual accounts of historical events;
- synthesize information gathered from texts, primary sources, and discussions to describe relationships between the early colonists and the Wampanoag people, or to distinguish fact from myths about the first Thanksgiving; and
- explain their changed perspective on Thanksgiving and site the evidence to support it.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- fowling (embedded)
- bestowed (implicit)
- recreations (embedded)

DAILY TASK

Choose a person to email (parent, lawmaker, community member, younger student, etc.) and explain the actual first Thanksgiving. Be sure to explain how your thinking and perspective about Thanksgiving has evolved. Cite text evidence to support your perspective.

Your writing should:

- be in email format;
- provide accurate information explaining the first Thanksgiving;
- use accurate information to explain how your perspective about Thanksgiving has evolved; and
- use precise language from the vocabulary you studied.

Teacher's Note: Today's daily task will be completed after this interactive read aloud and the shared reading of Edward Winslow's letter and account of the harvest gathering.

POSSIBLE STUDENT RESPONSE


To: Mom
From: Third Grader
Subject: The Real First Thanksgiving

Good morning!

I have been learning so much at school! My perspective about history is really changing as I learn new information. Did you know that the First Thanksgiving was a celebration of the colonists surviving their first year and having food to eat? The colonists didn't even invite the American Indians. They just came over when they heard the gun shots. In fact, the American Indians were afraid to come. My perspective has certainly changed. I used to think it was a nice dinner that everyone was invited to and they wanted to celebrate together. It turns out, the more you learn, the more your perspective changes.

See you this afternoon!
Third Grader

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<p><i>Teacher's Script: "Think back to the beginning of our unit when we talked about a 115 word paragraph that would be the basis of our thoughts on Thanksgiving. We are going to read a primary source from Edward Winslow because it provides an accurate account from one person who was at the gathering. A primary source is a document or artifact that was created at the time. It is direct knowledge from someone who was there. Think about what we can learn from this additional information. Let's look back at page 29 in 1621: A New Look at Thanksgiving. Edward Winslow was writing a letter (most likely to someone back home in England). His letter was later published as a description of the new English plantation."</i></p> <p>What is the significance of reading this primary source document along with the knowledge you have gained from the other texts as you consider the true account of the 1621 harvest gathering? How can this help us debunk myths and discover the truth?</p>	<p>It is important to read primary sources because they are actual accounts or stories from people who were there at the time. Primary sources can give us a lot of information about events. As I read Edward Winslow's account, I made several connections to our unit. I also thought about how his words were</p>

	 (This is a possible opportunity for a collaborative talk structure.)	taken differently than he meant them based on what we know about the Wampanoag people.
	Why do you think Edward wrote the letter?	He was probably writing back home to his family to tell them about what he was doing and what it was like in the new colony.
	What are the truth connections to Winslow's account?	They feasted for three days. The American Indians joined the colonists in the feast and were friendly to each other.
	Why was it important for us to read this primary source?	Primary sources provide accurate accounting of events, such as the first Thanksgiving. It helped us to confirm the facts that we are learning about this harvest gathering. We learned that the colonists and Wampanoag people helped each other, they both brought food to the gathering, and they feasted together and entertained each other.

RESOURCES

Options for this shared reading include either reading the abridged letter or full article.

Abridged letter:

"Our harvest being gotten in, our governor sent four men on fowling, that so we might after a special manner rejoice together, after we had gathered the fruits of our labors; the four in one day killed as much fowl, as with a little help beside, served the Company almost a week, at which time amongst other Recreations, we exercised our Arms, many of the Indians coming amongst us, and amongst the rest their greatest king Massasoit, with some ninety men, whom for three days we entertained and feasted, and they went out and killed five Deer, which they brought to the Plantation and bestowed on our Governor, and upon the Captain and others. And although it be not always so plentiful, as it was at this time with us, yet by the goodness of God, we are so far from want, that we often wish you partakers of our plenty."

–Edward Winslow, December, 1621

Find the full article here:

Read more: <https://www.smithsonianmag.com/history/why-edward-winslow-plymouth-hero-thanksgiving-180961174/#I7f2zpifDqI1Ehl.99>

MAYFLOWER 1620: A NEW LOOK AT A PILGRIM VOYAGE– READING 1, QUESTION SEQUENCE 1, DAILY TASK 4

TEXT

Text: *Mayflower 1620: A New Look at a Pilgrim Voyage*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

1080L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The text is organized with a table of contents and chronological sections to develop a deeper understanding of the departure and voyage of The Mayflower. Some connections between expanded ideas are developed. Use of graphics extends the reader's understanding of the meaning of text.

LANGUAGE FEATURES

The language features are moderately complex. The text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational vocabulary supported throughout text using illustrations. Sentence structure is more complex with the use of phrasing and punctuation to create lengthy sentences.

MEANING/PURPOSE

The purpose is very complex. There are multiple levels of meaning in this text. This is a story about the history of the decisions and feelings about the journey on The Mayflower. The challenge is for students to synthesize new information from multiple perspectives that will help form their thoughts and ideas. The theme of "shared history" brings together the sources of many backgrounds.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students will come with a level of background knowledge about the history of The Mayflower Voyage. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation of this event.

LESSON OBJECTIVES FOR THIS READING

Students will understand that the decision to board the Mayflower and the journey itself created a range of emotions from departure to arrival. To achieve this understanding, the students will:

- ask and answer questions to clarify understandings about how the colonists felt throughout their journey on the Mayflower;
- synthesize the information from multiple sources to provide evidence about why the emotions of the colonists changed from their departure to their arrival; and
- analyze the characteristics, emotions, and actions of the colonists during their journey.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- vessel (explicit)

DAILY TASK

Imagine you and your family are going to travel from England to America on the Mayflower. Create a series of at least three short journal or diary entries describing your trip. You will want to include the range of emotions from departure to arrival. Use evidence from the read aloud, the primary source of William Bradford's journal entry, and the ship cutaway picture to support your thinking and creation.

Your writing should:

- be in narrative journal format;
- establish characters;
- sequence events that unfold naturally;
- use dialogue and descriptions of thought and feelings to develop experiences and events;
- use accurate information to develop the journal entry; and
- use precise language from the vocabulary you studied.

Teacher's Note: Today's daily task will be completed after reading three pieces:

- *pages 9, 15-17, and pages 27-31 from this IRA, Mayflower 1620: A New Look at a Pilgrim Voyage;*
- *William Bradford's Excerpt, "Of Plymouth Plantation" (See resource section in next question sequence.); and*
- *a shared reading (page 12) from Mayflower 1620: A New Look at a Pilgrim Voyage (See third question sequence.).*

POSSIBLE STUDENT RESPONSE

Sept. 6, 1620

Today we set off on Mayflower. We are very excited about going to the New World. My family and I were lucky that we didn't have to get off this ship when the passengers from Speedwell boarded. Their ship had to turn back. It is a bit crowded on this merchant ship. My father built us beds to sleep on while we sailed. The weather is beautiful and we are enjoying our trip.


Oct. 1, 1620

The voyage is not going as well as before. There are many sick people and the weather is bad. This means we cannot go up and walk around in the fresh air. We must stay below deck and try to entertain ourselves by reading, singing, and playing games. I'm ready to get off this vessel.

Nov. 9, 1620

We landed! Thank goodness! It has been a tough trip with lots of sickness and bad weather. One of the sailors even died. We are all glad to have landed, but it seems we didn't land in the right place. We landed in Cape Cod. Even though we did not land where we expected to land, we are all very glad to be done with the voyage.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Only read Aboard Mayflower, page 9, Departure, pages 15-17, and The Voyage, pages 27-31.</i></p> <p><i>Teacher's Script: "We are going to read 1621: A New Look at a Pilgrim Voyage and think about how the colonists relationships with the Wampanoag people were becoming violent and possible reasons for this change. As we read the second paragraph, let's think about the feelings and expectations of both the colonists and the Wampanoag people."</i></p>	
Page 9	<p>Re-read the 2nd paragraph:</p> <p><i>The author says that "history is complicated," and that the Wampanoag people didn't expect this ship to come to their land and that its arrival would lead to loss of their land and way of life."</i></p> <p>What predictions are you making about why the relationship between colonists and Wampanoag began to deteriorate?</p>	<p>I am predicting that the colonists were mean to the Wampanoag people because they were helping us, but fifty years later we are celebrating the death of one of them, which would be a loss of life. The colonists might also be making the Wampanoag people follow their rules.</p>

Page 15	This page tells us that Mayflower was a merchant ship. Let's reread this first paragraph and see if we can explain what a merchant ship might be.	It says their ships were filled with trade goods. I think merchant ships were taking things to buy and sell, or trade.
Page 16	Why did the passengers have to build their own cabins or rooms on the Mayflower?	It was a merchant ship. It was not meant to be a passenger boat.
Page 16	How might the colonists feel as they prepared to travel on the Mayflower?	The colonists might feel anxious about making sure they had enough room and beds for their family.
Page 17	The Mayflower had to pick up passengers from another boat, Speedwell. The text says that "the least useful and most unfit" people were persuaded to give up their seats for stronger passengers. Given what you know about the colonists and their perspective, who might some of those less useful people be and why?	Those people might be women, children, or people who couldn't read. Colonists believed that educated men were the strongest people.
Page 27	What encouraged the passengers during the first week of the voyage?	The weather was nice.
Page 28	Explain to your partner what the voyage was like after the first week.  (This is a possible opportunity for a collaborative talk structure.)	The voyage became much worse. The weather was stormy and broke part of the boat's beam. Passengers were thrown into the sea during storms, they were seasick, and the cramped space made it very smelly.
Page 30	Describe what a day during the voyage might have been like in good weather and bad weather.	In good weather, the passengers could walk around on the main deck and get fresh air. In bad weather, they had to stay below deck where it was very smelly and people were sick. They played games, sang songs, and told stories to pass the time.
	How does knowing about this travel and its impact on the passengers build our understandings of the difficulties these colonists faced?	If we had not read this account we might have misunderstandings about their voyage. We learned that this was a difficult trip for the colonists. They had many challenges, including illness and tensions among the colonists. Many days were stormy and passengers were

		<p>sea sick. The travel is not like today but instead the cabins were crowded, smelly and uncomfortable. The colonists had different perspectives and reasons for traveling to the New World and sometimes there were arguments and tensions among the colonists. Passengers were wet and miserable and children had little space to play.</p>
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WILLIAM BRADFORD'S EXCERPT, *OF PLYMOUTH PLANTATION* – READING 1, QUESTION SEQUENCE 1, DAILY TASK 4

TEXT

Text: *Of Plymouth Plantation* (William Bradford's excerpt, see resource section)

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

1400L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The organization of this text is specific to the written and spoken communication of this time era. Students will need support structures to determine the meaning of text. Connections between expanded ideas are implied that allow opportunities for students to extend their thinking.

LANGUAGE FEATURES

The language features are exceedingly complex. The dense and complex language contains abstract and time specific features. The vocabulary is archaic and unfamiliar to many students. Additionally, the sentence structure is complex with several subordinate clauses and varying lengths.

MEANING/PURPOSE

The purpose is very complex. The purpose of this text is implied as students unlock the meaning of the language and feelings of the text as they begin to understand the range of emotions the colonists displayed during their journey to the New World. The challenge is for students to work with a primary source document that requires them to synthesize new information from multiple perspectives to help form their thoughts and ideas.

KNOWLEDGE DEMANDS

The knowledge demands are very complex. Students will understand that the decision to board the Mayflower and the journey itself created a range of emotions from departure to arrival. Students will begin to see connections between ideas and concepts that make them understand the decisions and actions of the colonists. Intertextuality is a key factor in students gaining this knowledge.

LESSON OBJECTIVES FOR THIS READING

Students will learn that by reading information from a primary source they will gain a more accurate understanding of history concepts and events. To achieve this understanding, students will:

- read closely to determine how William Bradford explained the feelings of the colonists when they arrived at Cape Cod; and
- analyze the author's word choice and how the word choices contribute to the meaning of the text.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- harbor (explicit)
- perils (embedded)
- miseries (embedded)

DAILY TASK

Imagine you and your family are going to travel from England to America on the Mayflower. Create a series of at least three short journal or diary entries describing your trip. You will want to include the range of emotions from departure to arrival. Use evidence from the read aloud, the primary source of William Bradford's journal entry, and the ship cutaway picture to support your thinking and creation.

Your writing should:

- be in narrative journal format;
- establish characters;
- sequence events that unfold naturally;
- use dialogue and descriptions of thought and feelings to develop experiences and events;
- use accurate information to develop the journal entry; and
- use precise language from the vocabulary you studied.

Teacher's Note: Today's daily task will be completed after reading three pieces:

- pages 9, 15-17, and pages 27-31 from this IRA, *Mayflower 1620: A New Look at a Pilgrim Voyage*;
- William Bradford's Excerpt, "Of Plymouth Plantation" (See resource section in next question sequence.); and
- a shared reading (page 12) from *Mayflower 1620: A New Look at a Pilgrim Voyage* (See third question sequence.).

POSSIBLE STUDENT RESPONSE

Sept. 6, 1620

Today we set off on Mayflower. We are very excited about going to the New World. My family and I were lucky that we didn't have to get off this ship when the passengers from Speedwell boarded. Their ship had to turn back. It is a bit crowded on this merchant ship. My father built us beds to sleep on while we sailed. The weather is beautiful and we are enjoying our trip.

Oct. 1, 1620

The voyage is not going as well as before. There are many sick people and the weather is bad. This

means we cannot go up and walk around in the fresh air. We must stay below deck and try to entertain ourselves by reading, singing, and playing games. I'm ready to get off this vessel.

Nov. 9, 1620

We landed! Thank goodness! It has been a tough trip with lots of sickness and bad weather. One of the sailors even died. We are all glad to have landed, but it seems we didn't land in the right place. We landed in Cape Cod. Even though we did not land where we expected to land, we are all very glad to be done with the voyage.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Given the complexity of this text, only a small excerpt from "Of Plymouth Plantation" will be read to build conceptual knowledge. It might be read several times through together so that students can become familiar with the flow of the language, before students take more ownership of reading.</i></p> <p><i>Teacher's Script: "We will continue to build our understanding of how the colonists' voyage impacted their feelings about their travels."</i></p>	
	His first sentence reads, "to omit other things that I may be brief". What do you think this means? Why does he want to be brief?	It means he isn't going to write a lot. I think he just wants them to know that they finally arrived.
	<p>How did the passengers feel when they arrived at Cape Cod?</p> <p>What in William Bradford's account tells you how the passengers felt when they arrived at Cape Cod?</p>	<p>They were very excited and relieved.</p> <p>It says, "they were not a little joyful".</p>
	The second part reads that they were thankful for being over the "vast and furious ocean". What did we read in the first part that connects to this?	He says it was a long beating at sea. The voyage over must have been really rough, maybe because of storms at sea.
	This is another primary source document from that time period. William Bradford said, "their proper element." What does he mean by this?	He means that humans are meant to live on land and not water. The passengers were excited to be on land.

	Let's think again why it is important to read a primary source text.	This primary source document provides an accurate account of William Bradford's observation about the travel to a new land. It is useful to confirm what we are reading in other sources and to separate fact from fiction.
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RESOURCES

Teacher's Note: This is only a small excerpt from the full document. This source is introduced to support information from the earlier interactive read aloud. Students will be able to add this primary source evidence to their thinking about the arrival at Cape Cod.

Their Safe Arrival at Cape Cod But to omit other things (that I may be brief) after long beating at sea they fell with that land which is called Cape Cod; the which being made and certainly known to be it, they were not a little joyful...

Being thus arrived in a good harbor, and brought safe to land, they fell upon their knees and blessed the God of Heaven who had brought them over the vast and furious ocean, and delivered them from all the perils and miseries thereof, again to set their feet on the firm and stable earth, their proper element...

https://www.quia.com/files/quia/users/terri%20delebo/ALLHONORS10/William_Bradford-OF_PLYMOUTH_PLANTATIONL.pdf

MAYFLOWER 1620: A NEW LOOK AT A PILGRIM VOYAGE – READING 2, QUESTION SEQUENCE 2, DAILY TASK 4

TEXT

Text: *Mayflower 1620: A New Look at a Pilgrim Voyage*

Question Sequence: Second Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

1000L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The layout of this picture and the supporting text provide connections between implied ideas. This allows opportunities for students to extend their thinking.

LANGUAGE FEATURES

The language features are moderately complex. The text is easy to understand as it supports the purpose of the infographic. The vocabulary has some subject specific and academic language. Additionally, the sentence structure and sentence length requires students to work in tandem between text and infographic.

MEANING/PURPOSE

The purpose is very complex. The purpose of this infographic and supporting caption is evident as students gain understanding about the living conditions of the colonists' journey. This visual support document allows students to extend their thinking about the change of emotions the colonists may have felt with the journey.

KNOWLEDGE DEMANDS

The knowledge demands are very complex. Students will understand that the decision to board the Mayflower and the journey itself created a range of emotions from departure to arrival. Students will begin to see connections between ideas and concepts that make them understand the decisions and actions of the colonists. Intertextuality is a key factor in students gaining this knowledge.

LESSON OBJECTIVES FOR THIS READING

Students will understand the structure, organization, and living conditions of the merchant ship, Mayflower, on which the colonists traveled to the new land.

To achieve this understanding, students will:

- use text features to locate relevant information about the structure and organization of the merchant ship;
- use information gained from illustrations and words in the text to understand the difficulty of the living conditions during the Mayflower's journey; and
- summarize their understandings of the how it felt to travel on Mayflower by assuming the role of a colonist who is recounting the events of the voyage.

DAILY TASK

Imagine you and your family are going to travel from England to America on Mayflower. Create a series of at least three short journal or diary entries describing your trip. You will want to include the range of emotions from departure to arrival. Use evidence from the read aloud, the primary source of William Bradford's journal entry, and the ship cutaway picture to support your thinking and creation.

Your writing should:

- be in narrative journal format;
- establish characters;
- sequence events that unfold naturally;
- use dialogue and descriptions of thought and feelings to develop experiences and events;
- use accurate information to develop the journal entry; and
- use precise language from the vocabulary you studied.

Teacher's Note: Today's daily task will be completed after reading three pieces:

- *pages 9, 15-17, and pages 27-31 from this IRA, Mayflower 1620: A New Look at a Pilgrim Voyage;*
- *William Bradford's Excerpt, "Of Plymouth Plantation" (See resource section in next question sequence.); and*
- *a shared reading (page 12) from Mayflower 1620: A New Look at a Pilgrim Voyage (See third question sequence.).*

POSSIBLE STUDENT RESPONSE

Sept. 6, 1620


Today we set off on Mayflower. We are very excited about going to the New World. My family and I were lucky that we didn't have to get off this ship when the passengers from Speedwell boarded. Their ship had to turn back. It is a bit crowded on this merchant ship. My father built us beds to sleep on while we sailed. The weather is beautiful and we are enjoying our trip.

Oct. 1, 1620

The voyage is not going as well as before. There are many sick people and the weather is bad. This means we cannot go up and walk around in the fresh air. We must stay below deck and try to entertain ourselves by reading, singing, and playing games. I'm ready to get off this vessel.

Nov. 9, 1620

We landed! Thank goodness! It has been a tough trip with lots of sickness and bad weather. One of the sailors even died. We are all glad to have landed, but it seems we didn't land in the right place. We landed in Cape Cod. Even though we did not land where we expected to land, we are all very glad to be done with the voyage.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Have students read page 12 and look closely at the ship cutaway image. Students will need access to the ship cutaway graphic and caption.</i></p> <p><i>Teacher's Script: "We are going to revisit the ship cutaway graphic to help us better understand the actual vessel on which the the colonists traveled."</i></p>	
Page 12	<p>Discuss this graphic and the caption with a partner. What are the most surprising pieces of information that you are learning about the ship?</p> <p> (This is a possible opportunity for a collaborative talk structure.)</p>	Possible response: I think it's interesting that there were animals on the ship.
Page 12	What information in the caption helps you to infer what it was like for the sailors on the ship? What do you think hoist means?	It says they had to hoist heavy sails with the aid of a cylinder. The sails look really big. I bet they are heavy. Hoist must mean to lift, but I bet lifting them was really hard work for the sailors.
Page 12	How does the information from this ship cutaway graphic and caption help you learn more about the passengers' journey?	These text features help me understand more about how the ship was designed to haul supplies and not people. It also helps me understand that it was very different from ships that we have today.
Page 12	Let's think about what we read earlier in the chapter titled Departure. Do you think the passengers perspectives changed about being on the ship and sailing to a new land? What makes you think that?	Before in this text we read that they crowded into the ships, and when the ships were full, they tried to convince weaker people to give up their places. I think they were really excited to go. I bet after they all started getting sick because of the motion, maybe they wished they hadn't gone.

MAYFLOWER 1620: A NEW LOOK AT A PILGRIM VOYAGE— READING 3, QUESTION SEQUENCE 3, DAILY TASK 5

TEXT

Text: *Mayflower 1620: A New Look at a Pilgrim Voyage*

Question Sequence: Third Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

1080L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The text is organized with a table of contents and chronological sections to develop a deeper understanding and reasoning of the people aboard Mayflower. Some connections between expanded ideas are developed. Use of graphics extends the reader's understanding of the meaning of text.

LANGUAGE FEATURES

The language features are moderately complex. The text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational vocabulary supported throughout text using illustrations. Sentence structure is more complex with the use of phrasing and punctuation to create lengthy sentences.

MEANING/PURPOSE

The purpose is very complex. There are multiple levels of meaning in this text. This is a text about the varied company of travelers aboard Mayflower. The challenge is for students to synthesize new information from multiple perspectives that will help form their thoughts and ideas. The theme of "shared history" brings together the sources of many backgrounds.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students will come with a level of background knowledge about the travelers they consider pilgrims aboard Mayflower. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation about the reasons people decided to take this important journey.

LESSON OBJECTIVES FOR THIS READING

Students will understand that the colonists were a varied group of people who traveled for different reasons and motives, ultimately coming together as they formed the new colony.

To achieve this, the students will:

- read informational text closely to identify main ideas and details about the different reasons and motives of the various groups of people who comprised the early colonists;
- describe the relationships between historical truths and myths;
- explain reasons the author provided to support the point that there were myths about the people who went to a new land; and
- debunk the myth that the colonists had similar reasons for coming to America and came from similar backgrounds.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- turmoil (embedded)
- abundant (embedded)

DAILY TASK

You were scrolling through the Internet and found this post. “We all know that the pilgrims came to America to find religious freedom. They were a large group of people from similar backgrounds. They landed and immediately began setting up their colony with no problems.” What would you tell the author of this post?

Use text evidence to describe and support the reason that the colonists traveled to the New World and how they came together to form new colonies. Identify reasons why this was difficult for this varied group of people.

Your writing should:


- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- provide a concluding statement or section; and
- use precise language from the vocabulary you studied.


Teacher’s Note: Today’s daily task will be completed after this interactive read aloud and the shared reading of, Pilgrims of Plimoth.

POSSIBLE STUDENT RESPONSE

Actually, facts from history tell us a much different story than what you have written in this post. As a third grader, I have been studying the myths about our past. One of the things I have learned is that we

have believed things about Thanksgiving, the early colonists, and the Mayflower that are not true. For example, the people who traveled on Mayflower did not all come for religious freedom. In fact, many of them came for a better life for their families. The people aboard Mayflower didn't call themselves pilgrims. That is a name that was used to describe them several years later. This group of settlers also came from various backgrounds and were not just people who all believed the same thing. They endured many hardships. Your post makes it sound like life was easy for them and that they were able to start new lives right away. That just isn't the case. They dealt with hunger, cold, and sickness to just name a few. They even had problems on the voyage over such as seasickness.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Only read Seeking "New Worlds", pages 11-13 and A Varied Company, pages 21-23.</i></p> <p><i>Teacher's Script: "Today we are going to continue to read about the colonists and some reasons why they decided to come to a new land. We will also continue to add to our anchor charts."</i></p>	
Page 11	<p>On page 11, the author shares several reasons that people might choose to leave Europe looking for a new land. What are the reasons the author identifies?</p> <p> (This is a possible opportunity for a collaborative talk structure.)</p>	The author says that religious differences among the nations, the competition for colonizing the new world, and the abundant natural resources including fishing were reasons.
Page 13	Although widespread historical accounts led us to believe that the colonists came to New England looking for religious freedom, the author is providing another perspective about their reasons to come to a new land. What were these colonists hoping to do and why?	The colonists wanted to find lumber to cut and send back to England to make money.
Page 13	Think about what the author has told us. Why did the colonists actually journey on Mayflower? What could we add to the myths and truths chart? Think back to other texts we have read. How do we know the truth now?	The myth is that all colonists came to America for religious freedom. Some did come for this reason but for many they came to find a new home and new ways to prosper by making money. The truth is they were hoping to take the abundant resources such as timber from the new lands. They were trying to escape the turmoil in Europe. We know the truth because of research and primary sources.

Page 21	<p>The author provides some interesting information about the passengers of Mayflower. Explain the “popular myth” to your partner.</p> 	<p>The popular myth is that the passengers on Mayflower were called pilgrims. But that is incorrect. In fact, that was a name given to the group many, many years later.</p>
Page 23	<p>What does this part of the text mean? “In reality, they were not a unified group”</p> <p>What does this part of the text mean? “The colonists did not regard themselves as equals.”</p> <p>The author uses these words to describe Mayflower passengers. What does the author mean that they were not a “unified group”? What text evidence is there to support what the author says?</p>	<p>They came from different churches and countries. (England & Holland)</p> <p>They were suspicious of one another.</p> <p>They disagreed about who should be able to own land and how to organize themselves.</p> <p>They spoke many different dialects.</p> <p>Some could read and some could not.</p> <p>Some had servants and some did not.</p>
Page 23	<p>Given the differences and the myths that we have identified about the passengers of Mayflower, the author does say that all the passengers, “hoped to own land and provide a good future for their children.” Why did the passengers decide to make the voyage?</p>	<p>They decided to make the voyage for a better, richer life for themselves and their families.</p>
Page 23	<p>We also learned that there were difficulties and tensions among the passengers. And the colonists did not regard themselves as a group of equals. How does reading about these tensions and differences help to portray an accurate account of the people traveling on Mayflower?</p>	<p>We learn that not all were traveling to a new country for religious reasons and to find religious reform. We learned that not all people were the same and brought different skills to the new country, such as some were shopkeepers and tradesman, while others were farmers. These differences might make it difficult to agree on what they expected of the new land and how they might work together in their new home.</p>

THE PILGRIMS OF PLIMOTH– READING 1, QUESTION SEQUENCE 1, DAILY TASK 5

TEXT
<p>Text: <i>The Pilgrims of Plimoth</i> (Pages 4-15)</p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
910L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is slightly complex. The text is organized chronologically and sequentially to guide understanding. Some connections between expanded ideas are developed through reading the account from the perspective of colonists.	The language features are very complex. The text is largely explicit and easy to follow with some occasions for expanded meaning. Vocabulary is fairly complex with language that is sometimes unfamiliar. However, it is supported throughout text by the delivery being given in story-like form. Tier II specific vocabulary evident with words such as: merchant, settlement, laden, brink and felled. Sentence structure is primarily simple and compound sentences.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The purpose is moderately complex. The meaning is easy to identify based upon context and source. The challenge is for students to synthesize new information from multiple perspectives that will help form their thoughts and ideas.	The knowledge demands are moderately complex. Students will come with a level of background knowledge about the history of the colonists' arrival to Plymouth Colony. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation of this time in history.

LESSON OBJECTIVES FOR THIS READING

Students will understand that text information about the past is influenced by the point of view or perspective, of the author. Specific connections to previous texts will have students revisit the emotions of the colonists in the journey and arrival to Plymouth Colony. To achieve this understanding, the students will:

- compare and contrast informational and narrative texts on the same topic, such as expectations and experiences of new settlers in America;
- collaboratively discuss and solidify their thinking to support their point of view about the colonists' motives and experiences; and
- debunk the myth that the colonists had similar reasons for coming to America and came from similar backgrounds.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- prosper (embedded)
- merchants (embedded)
- displeasing (embedded)
- abundance (explicit)
- territory (explicit)
- hideous (embedded)
- desolate (explicit)

DAILY TASK

You were scrolling through the Internet and found this post. "We all know that the pilgrims came to America to find religious freedom. They were a large group of people from similar backgrounds. They landed and immediately began setting up their colony with no problems." What would you tell the author of this post?


Use text evidence to describe and support the reason that the colonists traveled to the New World and how they came together to form new colonies. Identify reasons why this was difficult for this varied group of people.

Your writing should:

- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- provide a concluding statement or section; and
- use precise language from the vocabulary you studied.

POSSIBLE STUDENT RESPONSE

Actually, facts from history tell us a much different story than what you have written in this post. As a third grader, I have been studying the myths about our past. One of the things I have learned is that we have believed things about Thanksgiving, the early colonists, and the Mayflower that are not true. For example, the people who traveled on Mayflower did not all come for religious freedom. In fact, many of them came for a better life for their families. The people aboard Mayflower didn't call themselves pilgrims. That is a name that was used to describe them several years later. This group of settlers also came from various backgrounds and were not just people who all believed the same thing. They endured many hardships. Your post makes it sound like life was easy for them and that they were able to start new lives right away. That just isn't the case. They dealt with hunger, cold, and sickness to just name a few. They even had problems on the voyage over such as seasickness.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "We are adding this fiction text to our set of texts today. We will want to understand why it is important to read both fiction and nonfiction texts."</i>	
Page 4	Compare and contrast the information on page 4 with the information we learned in <i>Mayflower 1620</i> .	<p>They were not actually called pilgrims.</p> <p>They were actually all going to gain wealth and a better life.</p> <p>Both texts provided information that English merchants helped them make the trip so the merchants could gain money.</p>
Page 4	<p>After reading page 4, talk to your partner about why it is important to read both fiction and nonfiction texts. What might happen if we only read fiction texts about a topic? How would that shape your thoughts and perspective?</p> <p> (This is a possible opportunity for a collaborative talk structure.)</p>	<p>As you can see, Mayflower and this book are both on the same topic, but this text is fiction and the other was nonfiction. This text actually supports some of the myths that we are trying to uncover. If I only read fiction texts, I could get misinformation. My thoughts and perspective would be based on information that is not true. For example, in the fictional text the author the people who traveled on Mayflower were called pilgrims. They weren't actually called that until many years later.</p>
Page 5	What new information does this text bring to us that we didn't consider before?	<p>The informational text made me think about how everyone was so different. This book made me see that because</p>

		they arrived with no place to live and nothing to eat they decided to work together to help the whole group.
Page 6	<i>Teacher's Script: "I am going to re-read part of page 6 and really focus on the sentence, "Our voyage across the Atlantic Ocean," began with a prosperous wind," but the sea soon became, "sharp and violent" I know that the author used quotations to indicate that this was an actual quote from a colonist. So I wanted to think about what connections I could make to that writing. The word "prosperous" makes me think about how the colonists were all seeking wealth and prosperity. Although the writer was talking about the actual wind, I am connecting to why the colonists chose to go on the journey. I am also making a strong connection to "sharp and violent." Again, the writer is talking about the weather and wind that they encountered on the Mayflower journey, I am thinking about what we have just learned in this text about how the colonists managed the "sharp and violent" obstacles such as death, illness, lack of resources, and weather as they worked together to establish their colonies. As a reader, it is important to think about an author's use of direct quotations and also to make connections beyond what you are reading."</i>	
Page 6	<p>How could the author have written a quote from the colonists' perspective?</p> <p>What credible sources might he or she use to support the inclusion of language from colonists? Why are these types of sources important?</p>	<p>Even though this is fictional text, the author could have used journals or ship entries to find out this information.</p> <p>They could use primary sources. If the author had used a journal or ship record, we might be able to understand how they were feeling about the rough seas.</p>
Page 15	How did reading this text help us understand that the perspectives of the colonists might have changed as they continued their journey across the ocean?	This text helped me to further understand how difficult the journey was. It also helped me understand that the colonists' perspectives might have been changed by the hard things they went through and what they found in the new land. They needed to work together to survive.

MAYFLOWER 1620: A NEW LOOK AT A PILGRIM VOYAGE— READING 4, QUESTION SEQUENCE 4, DAILY TASK 6

TEXT

Text: *1620: A New Look at a Pilgrim Voyage*

Question Sequence: Fourth Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

1080L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The text is organized with a table of contents and chronological sections to develop a deeper understanding about the voyage and landfall of the Mayflower. Some connections between expanded ideas are developed. Use of graphics extends the reader's understanding of the meaning of text.

LANGUAGE FEATURES

The language features are moderately complex. The text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational vocabulary supported throughout text using illustrations. Sentence structure is more complex with the use of phrasing and punctuation to create lengthy sentences.

MEANING/PURPOSE

The purpose is very complex. There are multiple levels of meaning in this text. This is a story about the voyage of The Mayflower, but more specifically the landfall spot that created the Mayflower Compact. The challenge is for students to synthesize new information from multiple perspectives that will help form their thoughts and ideas. The theme of "shared history" brings together the sources of many backgrounds.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students will come with a level of background knowledge about the voyage and landfall of The Mayflower. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about how the Mayflower Compact came about.

LESSON OBJECTIVES FOR THIS READING

Students will understand that the Mayflower made landfall outside of the agreed upon boundaries which nullified the original contract. However, there was a changed plan (The Mayflower Compact) for how they would be governed.

To achieve this understanding, the students will:

- read closely to determine the importance of the Mayflower Compact;
- understand key details surrounding the landfall of the Mayflower; and
- compare and contrast the roles of women and men.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- disrespect (explicit)
- document (explicit)

DAILY TASK

You will be assigned a section of the text about womenfolk or menfolk. Take notes about key information on your side of the graphic organizer, and then share that information with your partner. Work together to complete the middle section of your organizer. Be prepared to present evidence about the roles and responsibilities from your section of reading (menfolk or womenfolk).


Your graphic organizer should:

- introduce the topic;
- represent information from multiple sources; and
- sort information into categories.

Teacher's Note: Today's daily task will be completed after this interactive read aloud and the second shared reading of, Pilgrims of Plimoth.

POSSIBLE STUDENT RESPONSE

Womenfolk	Both	Menfolk
Cooked for everyone Work from morning till night Gathered crops Preserved food and herbs Wash and mend clothes Take care of the sick	Work from morning till night	Work from morning till night Fish for food Farm the land Plow the land Build houses Make laws Protect women and children

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Only read Landfall, pages 35-37.</i></p> <p><i>Teacher's Script: "Today we will read additional information about the colonists landing in a new place and learn about some actions of men and women once they landed. You may find these actions to be surprising or not what you expected."</i></p>	
Page 37	<p>What did you learn about the actions of the men and women who made landfall?</p> <p> (This is a possible opportunity for a collaborative talk structure.)</p>	<p>The women were taken to land to wash and dry the clothes. The men repaired the ship. Some of the men took their armor and guns onto the land. They took things like food and supplies from the empty Wampanoag village. They even dug up the Wampanoag graves.</p>
Page 37	<p>Why did the colonists not worry about stealing the Wampanoag food and supplies and digging up their graves?</p>	<p>They had little or no respect for the Wampanoag people.</p>
Page 37	<p>Let's re-read the caption on page 37 and examine the photo on page 36. What can we understand about the roles of men and women from these two pieces of information?</p> <p>What was the Mayflower Compact and why was it important?</p>	<p>Men were the only ones who signed the Mayflower Compact. Women must have not been a part of important work during that time.</p> <p>The Mayflower Compact was a contract that the colonists signed before they traveled to the new land. This contract indicated that the people would need to be governed and live by the laws in the agreement. Before the colonists were allowed to leave the ship, the leaders restated the contract and had everyone sign in agreement – promising that they would follow the rules to be governed.</p>
	<p>Why is this text important for helping us understand the colonists' attitudes about arriving in the new land?</p> <p>What were some of their fears about settling in this new land?</p>	<p>Some of the colonists were fearful about how the colonists would treat each other. They knew there were different perspectives and goals among the passengers. Would they obey the rules and respect each other? They feared that the colonists would not respect the</p>

		leaders' authority.
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THE PILGRIMS OF PLIMOTH– READING 2, QUESTION SEQUENCE 2, DAILY TASK 6

TEXT

Text: *The Pilgrims of Plimoth* (Pages 16-35)

Question Sequence: Second Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

910L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is slightly complex. The text is organized chronologically and sequentially to guide understanding. Some connections between expanded ideas are developed through reading the account from the perspective of colonists.

LANGUAGE FEATURES

The language features are very complex. The text is largely explicit and easy to follow with some occasions for expanded meaning. Vocabulary is fairly complex with language that is sometimes unfamiliar. However, it is supported throughout text by the delivery being given in story-like form. Tier II specific vocabulary evident with words such as: doublet, expose, vast, and preserve. Sentence structure is primarily simple and compound sentences.

MEANING/PURPOSE

The meaning is moderately complex. The meaning is easy to identify based upon context and source. The challenge is for students to synthesize new information from multiple perspectives that will help form their thoughts and ideas.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students will come with a level of background knowledge about the history of the colonists' arrival to Plymouth Colony. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation of this time in history.

LESSON OBJECTIVES FOR THIS READING

Students will understand that the men and women had specific roles and responsibilities both on the Mayflower and in the colony.

To achieve this understanding, the students will:

- partner read a selection of text about (womenfolk or menfolk);
- identify and record key ideas and details about the work and living habits of menfolk and womenfolk in the colonies;
- discuss and explain the different roles of colonial men and women with their partners;
- compare and contrast the colonial men and women and their roles;
- analyze an informational and a narrative text to compare and contrast information presented in each; and
- determine connections between what they have already learned and what they will learn about the colonists' roles once they established the Plymouth Colony.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- menfolk (explicit)
- womenfolk (explicit)
- role (explicit)

DAILY TASK

You will be assigned a section of the text about womenfolk or menfolk. Take notes about key information on your side of the graphic organizer, and then share that information with your partner. Work together to complete the middle section of your organizer. Be prepared to present evidence about the roles and responsibilities from your section of reading (menfolk or womenfolk).


Your graphic organizer should:

- introduce the topic;
- represent information from multiple sources; and
- sort information into categories.

Teacher's Note: Today's daily task will be completed after this interactive read aloud and the second shared reading of Pilgrims of Plimoth. Read the text together using varying support structures for shared reading before assigning partners a section. In each pair, one partner will read about womenfolk, one partner will read about menfolk. Students should read their section first, taking notes and completing their side of the organizer.

POSSIBLE STUDENT RESPONSE

Womenfolk	Both	Menfolk
Cooked for everyone Work from morning till night Gathered crops Preserved food and herbs Wash and mend clothes Take care of the sick	Work from morning till night	Work from morning till night Fish for food Farm the land Plow the land Build houses Make laws Protect women and children

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Script: "Today we are going to add to our knowledge about the roles of men and women in the colonies."</i></p> <p>How does this connect to our thinking from the first read of this book when everyone worked to support the survival of the colony?</p> <p> (This is a possible opportunity for a collaborative talk structure.)</p>	Both men and women worked long days doing very hard work. If someone didn't do their job, their family might not survive as well as others. For the colony to survive, it needed lots of people.
Page 19	<p>What does it mean, "Our hands are as important as our heads if we would survive."?</p> <p>What does this tell us about the work they had to do?</p>	They had to work really hard, and not just like working at school. They had to do hard work like plowing the land.
Page 22	<p>What do you think a magistrate is based on the main idea of this page?</p>	I think it must be like someone who makes sure everyone obeys the laws. This page was about making laws.
Page 27	<p>Let's think back to our first text, <i>1621 A New Look at Thanksgiving</i>. How does what we have read here confirm what we learned in that text?</p>	We learned that they established peace with the American Indians in both texts.
Page 32	<p>When the author writes about the work of the women, how is this similar or different from their lifestyle before they came to live in the New World and the colony?</p>	In England women might take care of the home and cooking. I think they had to work much harder because they were starting over and everything was new.

	How does what we just read about the responsibilities of the womenfolk compare to what we read in <i>My Life in the Plymouth Colony</i> about children's responsibilities?	Both women and children worked in the gardens.
Page 34	What does the author say that lets you know the colonists were hard working and willing to make do with little supplies?	When the author talks about the well-worn garments that are patched and mended, it shows me they took care of the few things they had. Their homes had furniture that was made from whatever they could find.
Page 34	Given what we have learned about the colonists from several texts, how would you support the idea that they displayed perseverance?	The colonists persevered through a rough voyage where they landed in the wrong place. They established a new colony and half of them died during the first winter. The men and women both worked extremely hard doing jobs that they wouldn't have had to do or would have been much easier in England.
	Now that we have read several texts, how have your perspectives about the settling in the colonies changed? What have you learned that is different from myths that have been reported?	I have learned that the colonists came to the New World for many different reasons. I have also learned that the journey was difficult and their new life had many challenges and required them to learn new skills so that they could survive.

TEXT

Text: “Plimoth Plantation.org Passages” (<https://www.plimoth.org/learn/just-kids/homework-help/mayflower-and-mayflower-compact>)

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

1000L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The text is organized with chronological sections to develop a deeper understanding of the subject. Excerpts from original primary sources such as the Mayflower Compact and the Recorded journal of passengers allow further connections between expanded ideas to be developed. Use of graphics extends the reader’s understanding of the meaning of text.

LANGUAGE FEATURES

The language features are moderately complex. The text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational language and vocabulary are supported throughout the text.

MEANING/PURPOSE

The purpose is moderately complex. The purpose is implied, but easy to identify based on the context. Students will be engaged in the text with how information is presented in a student facing language to support meaning.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students will come with a level of background knowledge about the hardships of the journey to the New World and colonial life. Intertextual connections will be made as students gather new information. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation of colonial hardships.

LESSON OBJECTIVES FOR THIS READING

Students will understand that colonial life was different than the way it has been portrayed.

To achieve this understanding, students will:

- read texts closely to learn about colonial life;
- identify the main topic and key details about colonial life and early settlers;
- describe how the details support the main idea of each passage;
- summarize the new learning about early colonists; and
- make connections to learning from earlier texts in the unit.

DAILY TASK

You are going to travel back in time as colonist who journeyed to America on the Mayflower. You journeyed, settled, and began living in the American colonies. Your friends and family are now wanting to join you. Write a letter to your friends and family back home in England describing the most difficult part of your life and what they should be prepared for. Be sure to include factual information to support your opinion. Use linking words to connect your opinion and reasons.

Your writing should:

- be in letter format;
- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- provide a concluding statement or section; and
- use precise language from the vocabulary you studied.


Teacher's Note: Today's daily task will be completed after this shared reading and the shared reading of, Gross Facts About American Colonists.

POSSIBLE STUDENT RESPONSE

Dear Sister,

I made it safely to America aboard Mayflower. The journey was long and rough, but we made it. Traveling across the ocean made me so sick! Be prepared for many days of feeling horrible. When we landed, we actually landed in the wrong place. This place was desolate. Luckily, we found a much better place with food like fish and berries. I know you are wanting to join me in America, so I thought I should let you know about the most difficult part of my life. Having to build our own colony has been difficult. It has been a lot of hard work! We have had to help build our homes, which can make you very tired. We have to fetch water and firewood. We have to feed the animals and clean out pens. We have to plant seeds and harvest the crops in the fall. There are many people that are sick. So much sickness! Many people have even died. We don't even have a proper place to go to the bathroom. We have to use an outhouse or a chamber pot, and these get thrown out into the street. We even have to use corncocks rather than toilet paper. These are some of the things you can be prepared for when you journey to America. It is not an easy life!

Sincerely,
Your Loving Brother

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: This text is meant to be paired with Gross Facts About the American Colonies.</i></p> <p><i>Teacher's Script: "These are short passages that provide us with new information early colonial life. We revisit some topics that we studied previously."</i></p> <p>How did studying the ship cutaway graphic earlier in this unit help you analyze what the author is telling us in these passages?</p>  (This is a possible opportunity for a collaborative talk structure.)	<p>When I looked at the picture of the ship, I knew that the passengers wouldn't have, "private cabins with windows and beds for each person." The Mayflower was not set up for passengers.</p>
The Journey	<p>How did this graphic give evidence to the difficult journey?</p>	<p>I read that, "The passengers were the cargo, so they all had to live in the dark, cold cargo decks below the crew's quarters." This information along with the ship cut away graphic helped me understand how difficult and uncomfortable this journey was for the colonists.</p>
Mayflower Compact	<p>This is now the third text that speaks of the "Mayflower Compact," the rules and laws for how they were supposed to live in their new homeland. What does this tell you about the importance of the, "Mayflower Compact?"</p>	<p>The "Mayflower Compact" was very important because it has been a part of each of the texts that we have read about the beginning of the colonies. It explains the importance of everyone agreeing on the rules that will govern how they live and their actions.</p>
Mayflower Compact	<p>What evidence is there that the "Mayflower Compact" could be considered a primary source?</p>	<p>The signatures of 41 men and the first person account by William Bradford support this being a primary source.</p>

GROSS FACTS ABOUT AMERICAN COLONISTS– READING 1, QUESTION SEQUENCE 1, DAILY TASK 7

TEXT	
<p>Text: <i>Gross Facts About American Colonists</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
610L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is slightly complex. The text is organized chronologically and sequentially to guide understanding. Some connections between previously discussed ideas are developed through reading this account about the hardships of the colonists.	The language features are slightly complex. The text is literal, straightforward, and easy to understand. Vocabulary is presented in familiar, conversational language. Sentence structure is primarily simple and compound sentences.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The purpose is moderately complex. The purpose is implied, but easy to identify based on the context. Students will be engaged in the text with how information is presented in a contradictory manner to what they may have understood.	The knowledge demands are moderately complex. Students will come with a level of background knowledge about the hardships of colonial life. Intertextual connections will be made as students gather new information. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation of colonial hardships.

LESSON OBJECTIVES FOR THIS READING

Students will understand that colonial life was difficult, especially the unhealthy living conditions they had to endure.

To achieve this understanding, the students will:

- read an informational text using text features to locate information efficiently;
- use information gained from illustrations and words in a text to demonstrate understanding of main ideas and supporting details; and
- make a connection from the new text to earlier texts in the unit.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- settlers (explicit)
- European (explicit)
- colonist (explicit)

DAILY TASK

You are going to travel back in time as colonist who journeyed to America on the Mayflower. You journeyed, settled, and began living in the American colonies. Your friends and family are now wanting to join you. Write a letter to your friends and family back home in England describing the most difficult part of your life and what they should be prepared for. Be sure to include factual information to support your opinion. Use linking words to connect your opinion and reasons.

Your writing should:

- be in letter format;
- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- provide a concluding statement or section; and
- use precise language from the vocabulary you studied.

Teacher's Note: Today's daily task will be completed after this shared reading and the previous shared reading.


POSSIBLE STUDENT RESPONSE

Dear Sister,

I made it safely to America aboard Mayflower. The journey was long and rough, but we made it. Traveling across the ocean made me so sick! Be prepared for many days of feeling horrible. When we landed, we actually landed in the wrong place. This place was desolate. Luckily, we found a much better place with food like fish and berries. I know you are wanting to join me in America, so I thought I should let you know about the most difficult part of my life. Having to build our own colony has been difficult. It has been a lot of hard work! We have had to help build our homes, which can make you very tired. We have to fetch water and firewood. We have to feed the animals and clean out pens. We have to plant seeds and harvest the crops in the fall. There are many people that are sick, so much sickness! Many people have even died. We don't even have a proper place to go to the bathroom. We have to use an outhouse or a chamber pot, and these get thrown out into the street. We even have to use corncobs rather than toilet paper. These are some of the things you can be prepared for when you journey to America. It is not an easy life!

Sincerely,
Your Loving Brother

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: This text is meant to be paired with the previous text.</i></p> <p><i>Teacher's Script: "I am excited for you to read this text with me today as it provides another factual account of how the colonists lived in the new land. It is called Gross Facts about the American Colonies. Thinking about that title, do you expect that we will learn some new information about their lives?"</i></p>	
Page 10	Why do you think the colonists were willing to eat moldy meat?	I think they must have been really hungry. They didn't have much food, and based on what we have already learned, they hadn't learned how to grow crops there yet.
Page 12	If you only read the traditional style text on this page, what information would you miss?	The heading is interesting and lets the reader make a connection to the gross facts that they will discover on the page. The text box gives more specific information that shows us what we believed was untrue. The definitions in the other box help me understand some

		of the words that I didn't know.
Page 16	This text here says that animals wandered through "towns". What can we tell about how the colonies have changed based on the text on this page and the illustration?	This must have been after the colonists had been there for a while. At first they just lived in one-room wooden homes. This looks like now they have built a town like the author said.
Page 22	What did we read earlier that helps us understand why the colonists preferred to be dirty?	We read that the illnesses were really bad and killed a lot of people. We also read that the treatments for illness were very gross such as drinking boiled toad water!
After Reading	Would this book be considered a primary source? Why or why not?	This text is not a primary source because it isn't a document or first-hand account.
After Reading	What characteristics of informational text does this book have?	The title uses the word, "facts." The text has a table of contents, a glossary, and additional resources for us to find more information.
After Reading	Using what you have learned so far about the colonists in this unit, what information in the text, <i>Gross Facts About the American Colonies</i> , surprised you and why?  (This is a possible opportunity for a collaborative talk structure.)	I'm surprised they didn't take baths or wash their clothes!
After Reading	As a reader, how were the text features in this text helpful?	Without using the text features, I would not have known the meanings of several words, and I would have missed out on several interesting facts.
After Reading	What were some of the most surprising pieces of information from this text?	I was surprised that the colonists were not very clean. The waste from the people and the animals were all over the streets. There were many diseases, such as small pox, that killed thousands. Also, the colonists were not clean, and they smelled bad. They thought the water was unhealthy and that dirt caked on their skin would protect them from illness. Even when they wanted to wash

		<p>their clothes, they had to wait until spring because the water froze in the winter.</p> <p>They had lice that lived in their hair, thus, they were seen scratching their heads all the time.</p>
After Reading	How does this information change your perspective?	<p>This text changes my perspective about the colonists because I know that they were not the clean people portrayed in black and white clothes in many illustrations.</p>

1621: A NEW LOOK AT THANKSGIVING-- READING 4, QUESTION SEQUENCE 4, DAILY TASK 8

TEXT

Text: *1621: A New Look at Thanksgiving*

Question Sequence: Fourth Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

1100L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The text is organized with a table of contents and chronological sections to develop a deeper understanding about the reasons people chose to come to the New World. Some connections between expanded ideas are developed. Use of graphics extends the reader's understanding of the meaning of text.

LANGUAGE FEATURES

The language features are moderately complex. The text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational vocabulary supported throughout text using illustrations. Sentence structure is more complex with the use of phrasing and punctuation to create lengthy sentences.

MEANING/PURPOSE

The purpose is very complex. There are multiple levels of meaning in this text. This is a story a common misunderstanding that all colonists came to the new world seeking religious freedom. The challenge is for students to synthesize new information from multiple perspectives that will help form their thoughts and ideas. The theme of "shared history" brings together the sources of many backgrounds.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students will come with a level of background knowledge about the reasons colonist journeyed to the New World. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about how religious freedom was not the only reason people chose to travel.

LESSON OBJECTIVES FOR THIS READING

Students will draw conclusions and make inferences about the character and motives of the colonists.

To achieve this understanding, the students will:

- read and analyze an informational text to better understand the actions of the colonists;
- discuss the facts and draw conclusions about the character and motives of the colonists; and
- synthesize multiple pieces of information to form an opinion about the character and motives of

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- Puritans (explicit)
- Separatists (explicit)

DAILY TASK

Would you consider the colonists to be selfish based on their actions? Support your answer with text evidence. Be sure to consider both primary sources from *Mayflower 1620: A New Look at a Pilgrim Voyage* and new information from *The New England Colonies: A Place for Puritans*. Use transition words to connect reasons to your opinion.

Your writing should:


- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- provide a concluding statement or section;
- use precise language from the vocabulary you studied.

Teacher's Note: Today's daily task will be completed after reading The New England Colonies: A Place for Puritans, and Mayflower 1620: A New Look at a Pilgrim Voyage. An anchor chart (modeled, interactive, or shared writing) may be needed to support this work. Please see the page in the student packet for an idea of what might be used. One option is to model the documentation of these facts during the shared reading of this text, if needed.

POSSIBLE STUDENT RESPONSE

As I have read informational texts about the colonists, I believe that the colonists were selfish based on their actions. First, they came to America and began taking over the Wampanoag tribe's land during their first encounter. They dug up their graves and took their supplies. They had many deadly disputes over land. Next, they wanted to come to America so they could worship as they wanted, not to have freedom for everyone. They punished people for not believing like they wanted them to. Finally, the colonists seemed to show their selfishness when they only let men who owned land vote. For these reasons, I feel that the colonists were selfish and not confused.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Only read Colonizing the New World, pages 17-21. This text is meant to be paired with The New England Colonies: A Place for Puritans.</i></p> <p><i>Teacher's Script: "We are going to continue to think about the colonists and what their actions tell us about their character and motives."</i></p>	
Page 17	The author uses the words, "It was not unusual for Europeans to kidnap native people." What does that tell you about the behaviors of the colonists?	When the author says, "it was not unusual," that means they did this often.
Page 17	As we continue reading that sentence, the author states, "They would kidnap the native people as <i>curiosities</i> ." As we reread this paragraph think about the author's word choice of, "curiosities." If you were going to replace that word, what word or phrase might you use?	I would replace, "curiosities," with experiments.
Page 17	If the American Indians were taken because the English were curious about their behaviors, lifestyles, and actions, how do you think it impacted the colonists when some of the Wampanoag men learned the language and ways of the English?	I know from earlier readings, the colonists called the natives savages. This would mean the natives were incapable of learning and being civilized. But because the American Indians did learn the language and English ways, I think the English might have rethought their first impression of these people.
Page 19	Reread paragraph 4. What does this make you think about the character of the colonists? Why?	This paragraph makes me think that the colonists were mean and greedy. It was mean to steal things from homes and gravesites. It was also greedy to take the stored food.
Page 19	According to the primary source of a colonist's journal, why did the colonists think their actions were ok?	The colonists thought they had been provided these supplies. They also didn't want to ask the American Indians because they feared the American Indians would hurt them. They were living in a strange land and did not understand the American Indians.

Page 21	Using text evidence, why did the English think it was “empty wilderness”? Was it really empty?	No, where the colonists decided to settle was Patuxet, American Indian land, which had tilled fields, homes, graves, and stored food. The last line on page 21 says that “It just didn’t look like England”.
Page 21	<p>Robert Cushman, a colonist, wrote, “it is lawful now to take a land which none useth and make use of it.”</p> <p>However, the author writes, “the land was far from empty and chaotic. It had been inhabited, tilled, and traveled by native people for thousands of years. It just didn’t look like Europe.”</p> <p>Compare and contrast these differing perspectives.</p> <p>With a partner decide which is more accurate and why.</p> <p> (This is a possible opportunity for a collaborative talk structure.)</p>	<p>This makes me think that the colonists thought that because the land looked so very different from the homes and lands they left in Europe, they thought it was not really developed and that they would develop this new land to make it look like the land and homes they left behind in Europe.</p> <p>But the American Indians had another view of how their land and their homes should look and develop, and they felt at home on their land.</p> <p>Each group had a different expectation for what their land and homes should look like and how they should be developed.</p>
Page 21	What can we conclude about the actions and motives of the colonists and the American Indians?	The two groups had different actions and motives based on what they knew and how they had lived in the past. Each group had different expectations and motives for wanting to live on their land based on what they knew. Coming to a new land and finding it to be so very different than their homelands was difficult for the colonists. But the American Indians were happy with their life and saw no reason to change or to live differently now that the colonists were there.

NEW ENGLAND COLONIES: A PLACE FOR PURITANS– READING 1, QUESTION SEQUENCE 1, DAILY TASK 8

TEXT

Text: *New England Colonies: A Place for Puritans* (Pages 12-15 & 22-23)

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

600L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The text is organized with a table of contents and sections to develop a deeper understanding about the reasons supporting different colonies, specifically Massachusetts Bay and Plymouth. Some connections between expanded ideas are developed. Use of graphics extends the reader's understanding of the meaning of text.

LANGUAGE FEATURES

The language features are moderately complex. The text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational vocabulary supported throughout text using illustrations. Sentence structure contains primarily simple and compound sentences with some complex constructions with the use of onset phrases.

MEANING/PURPOSE

The purpose is very complex. There are multiple levels of meaning in this text. This is a story about the development and changes within the colonies. The challenge is for students to synthesize new information about how this established similarities and differences between Massachusetts Bay and Plymouth Colonies.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students will come with a level of background knowledge of how the colonists mistreated the American Indians. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation of how rights and privileges of others (American Indians, fellow colonists, and other countrymen) were considered as we developed our nation.

LESSON OBJECTIVES FOR THIS READING

Students will understand how the colonists mistreated the American Indians. They will also consider new ideas and thoughts about the accurate documentation of how rights and privileges of others (American Indians, fellow colonists, and other countrymen) were considered as colonies were developed.

To achieve this understanding, the student will:

- make connections between what they already know about the treatment of American Indians and how this continued behavior shaped their treatment of others;
- compare and contrast Massachusetts Bay and Plymouth Colonies to understand their importance and fundamental differences; and
- identify and record key details about colonies to further thinking about differences in the colonies.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- dispute (implicit)
- tragedy (implicit)
- encounter (explicit)

DAILY TASK

Would you consider the colonists to be selfish based on their actions? Support your answer with text evidence. Be sure to consider both primary sources from *Mayflower 1620: A New Look at a Pilgrim Voyage* and new information from *The New England Colonies: A Place for Puritans*. Use transition words to connect reasons to your opinion.




Your writing should:

- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- provide a concluding statement or section;
- use precise language from the vocabulary you studied.

Teacher's Note: Today's daily task will be completed after reading *The New England Colonies: A Place for Puritans*, and *Mayflower 1620: A New Look at a Pilgrim Voyage*. An anchor chart (modeled, interactive, or shared writing) may be needed to support this work. Please see the page in the student packet (Supporting Anchor Chart/Graphic Organizer) for an idea of what you might want to use.

POSSIBLE STUDENT RESPONSE

As I have read informational texts about the colonists, I believe that the colonists were selfish based on their actions. First, they came to America and began taking over the Wampanoag tribe's land during their first encounter. They dug up their graves and took their supplies. They had many deadly disputes over land. Next, they wanted to come to America so they could worship as they wanted, not to have freedom for everyone. They punished people for not believing like they wanted them to. Finally, the colonists seemed to show their selfishness when they only let men who owned land vote. For these reasons, I feel that the colonists were selfish and not confused.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: This text is meant to be paired with 1621 A New Look at Thanksgiving.</i></p> <p><i>Teacher's Script: "We are going to continue building our knowledge about the early colonists and their actions and possible reasons for their actions."</i></p>	
Page 12-13	<p>The author labeled this section, "Deadly Encounters." What evidence does the author provide to support this heading?</p> <p> (This is a possible opportunity for a collaborative talk structure.)</p>	The colonists took land that belonged to the American Indians. They continued to do this until it caused two wars. The wars lasted over a year and killed many people on each side.
Page 15	<p>Talk to your partner about the rights that the Puritans actually had or didn't have.</p> <p></p>	I don't think they really had many rights. Each government made its own laws. One of those laws was that they had to go to church. Since church was required, I don't think they had rights.
Page 22	<p>Explain to your partner the author's use of the word, "tolerant," as she describes the Puritans.</p> <p></p>	The author uses the word tolerant to help us understand that the Puritans did not get along or tolerate people who believed differently than them,
Page 22	<p>Church leaders and town leaders were often the same people. What might you infer about conflicts this could create within a colony?</p> <p>Roger Williams believed that governing power</p>	I might infer that laws could be made that have to do with going to the same church or believing certain things or you would be punished. This would make people very nervous or upset.

	and church power should be separate. Do you agree or disagree? Why?	I agree they should be separate, so people can believe what they want to believe and worship where they want to worship.
After Reading	What is the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country?	Massachusetts Bay and Plymouth were actually two colonies. The settlers in Plymouth pledged their allegiance to the King of England. This meant they would follow laws that would be good and apply to everyone. This was the agreement they signed onto with the Mayflower Compact. The settlers who settled in Massachusetts Bay had loyalty to John Winthrop who wanted to set up a perfect community where everyone worked together to survive and to live by their own beliefs and their own rules. These two settlements describe some differences of perspectives among the colonists who settled in different parts of Massachusetts.
After Reading	How did this text help us to understand how colonists' beliefs shaped how they lived in these colonies?	Colonists formed their own governments in each town and elected leaders and learned about how each person had responsibilities. This was helpful for them to learn to live together. There were problems, too. Colonists wanted religious freedom but did not tolerate those who believed differently. Roger Williams was not allowed to practice his own beliefs. He and his followers had to move to another place to practice their religious freedom. They wanted independence but often had conflicts with each other and with the American Indians.

MIDDLE COLONIES: BREADBASKET OF THE NEW WORLD– READING 1, QUESTION SEQUENCE 1, DAILY TASK 9

TEXT
<p>Text: <i>Middle Colonies: Breadbasket of the New World</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
570L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is very complex. The text is organized with a table of contents and sections to develop a deeper understanding about settling the middle colonies. Some connections between expanded ideas are developed. Use of graphics extends the reader's understanding of the meaning of text.	The language features are moderately complex. The text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational vocabulary supported throughout text using illustrations. Sentence structure contains primarily simple and compound sentences with some complex constructions with the use of onset phrases.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The purpose is very complex. There are multiple levels of meaning in this text. This is a story about the development and changes within the middle colonies. The challenge is for students to synthesize new information about how this area sets the model for inclusion and the foundation for how our Nation will be formed and governed.	The knowledge demands are moderately complex. Students will come with a level of background knowledge about the history of early colonial settlements. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation of how rights and privileges of others were considered as we developed our nation.

LESSON OBJECTIVES FOR THIS READING

Students will understand the differences of the middle colonies Settlement and how this impacted their success. To achieve this understanding, the students will:

- compare and contrast myths-truths surrounding the history of the colonies/colonists; and
- synthesize what they have learned about behaviors and perceptions of the colonists and how the beliefs of the colonists impacted their treatment of others.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- diverse (explicit)

DAILY TASK


You are the founder of a new colony in early America. You have some important decisions to make in order to have a successful colony. First, you must decide the makeup of your colony. Who will the members be? Would a colony with diverse people or with people who have similar backgrounds and beliefs be more successful? Why? Then, you must determine what the laws of this colony will be, and how the laws will contribute to the success of your new colony. Be prepared to share the details of your new colony with the class.

Your writing should:

- introduce the topic;
- state your opinion about the makeup of your colony;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- identify and explain the laws of your colony;
- provide a concluding statement or section; and
- use precise language from the vocabulary you studied.

POSSIBLE STUDENT RESPONSE

My new colony is named Kelleyton after my ancestors. In my colony, I would like to have diverse settlers who are willing to work. I want to accept people who are kind and have different backgrounds. This will help my colony prosper. My first law will be to treat others the way you want to be treated. I hope this law will keep us from making enemies with the American Indians. My other law is to respect all members of the colony. I want our colonists to all have a voice in decisions. This will allow my colony to be more successful and work together for the good of all like Philadelphia, the "city of brotherly love". I don't want my colony to be like the New England colonies.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "We are going to read about the Middle Colonies and how they contributed to the development of our nation."</i>	
Pages 14-17	How did the English treat the American Indians differently than Penn's colony?	The English colonists continued to take their land and did not want to live with them. The English colonists broke the promise of the Iroquois Confederacy. Penn paid the American Indians for their land. He kept his promises.
Page 19	How did the various backgrounds and cultures present in the middle colonies help them to be successful? Why do you think that?	If the members were all from one country, they might have one thing that was important to them or one country to be loyal to. Because there were people from many different places, there were lots of different ideas and ways of life. I think the colonists would have been less tolerant if they were all from the same country.
Page 19	Why were the middle colonies so diverse?	People came there from many different places. They had their own customs and ways of life. They weren't forced to believe a certain way.
Page 26	<p>Explain to your partner why the heading on page 26 is Model for a Nation.</p>  (This is a possible opportunity for a collaborative talk structure.)	The middle colonies are much more like our nation today because there was religious freedom and they were free to continue their own customs. The New England colonies were much more like England and less tolerant of others.

ENCOUNTER– READING 1, QUESTION SEQUENCE 1, DAILY TASK 10

TEXT

Text: *Encounter*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

620L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. The text is organized in a sequential way that makes it easier to understand. Connections can be made to expand ideas to see the impact of specific events in the making of history.

LANGUAGE FEATURES

The language features very complex. The text is fairly complex and contains some abstract thoughts and language. Conversational vocabulary supported throughout text. There are some references to American Indian language and terms, but they can be supported through context clues and other scaffolds. Sentence structure and length is complex with many phrases and clauses in place.

MEANING/PURPOSE

The meaning is very complex. There are multiple levels of meaning in this text. This is a story sharing the perspective of a young American Indian boy and his fear of trusting the newcomers to his land. The challenge is for students to synthesize new information from multiple perspectives that will help form their thoughts and ideas.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students will come with a level of background knowledge about the treatment of American Indians as Colonists settled to the new territory. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation and the impact of bridging cultures. Intertextuality is integral as students synthesize different accounts of events, ideas, and theories to determine what is right and just.

LESSON OBJECTIVES FOR THIS READING

Students will understand how the text and the illustrations work together to provide information to understand the boy's feelings and perspective.

To achieve this understanding, the students will:

- differentiate between words and illustrations to understand the boy's perspective and feelings about the colonists;
- read closely to determine the meaning of figurative language, such as, "the skin was moon to my sun";
- find meaning in the illustrations to connect to the text; and
- summarize the boy's perspective and emotions.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- stranger (embedded)
- pale (embedded)

DAILY TASK

The text, *Encounter*, is a beautiful fiction text with amazing illustrations. Throughout the text, the author uses figurative language supported by illustrations to help you understand his emotions and perspective. Imagine you are an American Indian child and had your own warning dream. Create a beautiful representation of your perspective and emotions using your own figurative language and supporting illustration to describe your warning dream. Go back and revisit the author's craft and structure to help you create your illustration and figurative language.

Your writing should:

- describe your warning dream;
- include connected illustration;
- use figurative language; and
- use precise language from the vocabulary you studied.

POSSIBLE STUDENT RESPONSE

I had a terrible dream of a giant tornado taking everything that I love. The tornado, with a pale white face, swept up my family, my home, and my food. The sound of the tornado was like a beating drum echoing in a deep, dark cave, a sound so loud that I couldn't even hear my own thoughts. I told my grandfather about my dream. He said I should not worry, that there was no such thing as a tornado with a face. But still the dream haunted me, all through the day and into the next night.


The following day I tried to tell my mother about my dream. I told her I was sure something terrible was going to happen, but she too brushed off my dream like dust from a blanket. I wonder why won't they


listen to me. Why don't they believe my dream is a warning? A warning of what, I do not yet know.

The next day one of the older tribesman came down with a terrible sickness, and soon after three children became ill, including my little sister. Her face was flush with fever, her skin hot like a crackling fire. Soon, even more people in our tribe became ill. Then I knew, I knew what my dream was telling me. I knew the tornado must have been the sickness.

Those that were sick could not eat, they could not play. They could only sleep. I watched as my mother wrapped the sick in blankets for they were shivering from the fever. Their faces were as pale as the snow. We couldn't go into our homes because they were overflowing with the sick. "This is the tornado from my dream", I screamed, but still no one listened. Before long, many of the sick died from the dreadful fever. I watched my mother cry rivers of tears. If only they had listened, I thought.

(Includes illustration of a tornado with a pale face.)

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "We are going to read this text to continue thinking American Indian perspective."</i>	
Page 2	What connections are you making from the boy's dream to what we have learned about the colonists treatment of the American Indians?	I'm making a connection to what we learned about in the New England colonies book about the English kidnapping the American Indians.
Pages 2-4	<p>When the author writes, "'Do not welcome them," I begged him. 'My dream is a warning.'"</p> <p>How does the illustration on page 2 support the author's use of the word, "begged."</p> <p>Compare and contrast the illustration on page 4 with the boy's dream and illustration on page 2. Why did the illustrator create these two very different illustrations?</p>	<p>The boy begged the chief to not welcome them because he is scared in his dream. I know this because the illustration is dark, there are many big waves, there are sharp teeth on the birds, and the birds' bodies look like boats.</p> <p>The illustration on page 4 is very bright and calm looking. It seems normal and is simply a picture of boats arriving. The picture on page 2 is very dark and dangerous looking.</p>
Pages 5-6	<p>With a partner, reread these 2 pages and discuss how you used the illustrations to help you understand the author's word choice.</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	Example: When the author compared them to parrots, the illustration helped me understand that the colonists all had bright colors and did not dress like the American Indians.

Pages 7-8	What is being conveyed with both the illustration and the words, “the skin was moon to my sun”?	The author and illustrator are showing us how different the colonists were from the American Indians. I know this because the moon is the opposite of the sun. The colonist’s skin was pale, and the skin of the American Indians was dark. This is another contrast.
Pages 13-14	How did the American Indians feel about the colonists? Reread “Though the strangers were not quite human beings, we would still treat them as such,” to guide your thinking.	I think the American Indians wanted to welcome the strangers. They wanted to befriend the strangers even though they looked very different.
Pages 15-16	What is the significance of the colonists only touching the gold and not touching the flesh of the American Indians?	This is significant in showing the colonists were more interested in the gold than the American Indians.
Pages 19-20	What does it make you think when the author writes, “They did not hear because they did not want to listen.”?	It makes me think that the tribal leaders didn’t want to think these pale strangers would bring them harm.
Pages 21-22	Who had a better understanding of what is occurring at this point? Use the text and illustration to support your answer.	The boy has a better understanding because the illustration shows him looking back toward the shore, but the other tribe members were excited to get to the ships.
Page 21-22	Based on what you have learned in other texts, what do you think the colonists are doing with these American Indians?	I think they are kidnapping them and taking them back to England like they did Squanto and other American Indians.
Page 23-24	Reread pages 23-24 and explain to your partner the decision that the boy made and why. 	He made the decision to escape from the boat. This was very dangerous because he just fell into the water and swam to a strange shore. He did this because he didn’t want to be with the pale strangers.
Page 27-28	How does the last page provide evidence that the tribal elders should have listened to the boy? What might have been different if they had listened?	This page shows how much changed for the American Indians after the colonists came. If the tribal leaders had listened, the American Indians might still have their language, land, traditions, and families.

After Reading	How did this text add another perspective about how the American Indians responded to the new settlers that came to our land?	It provides an account of American Indians who were not always at war with the settlers but also trusted them. It makes me think about how their trust in the settlers did not help them survive, and they lost their land.
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SQUANTO'S JOURNEY– READING 1, QUESTION SEQUENCE 1, DAILY TASK 11

TEXT
<p>Text: <i>Squanto's Journey</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
750L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. The text is organized in a sequential way that makes it easier to understand. Connections can be made to expand ideas to see the impact of specific events in the making of history.	The language features are slightly complex. The text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational vocabulary supported throughout text. There are some references to American Indian language and terms, but they can be supported through context clues and other scaffolds. Sentence structure is primarily simple and compound sentences.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The meaning is moderately complex. There are multiple levels of meaning in this text. This is a story sharing the perspective of Squanto and his interactions with the colonists. The challenge is for students to synthesize new information from multiple perspectives that will help form their thoughts and ideas.	The knowledge demands are moderately complex. Students will come with a level of background knowledge about the treatment of American Indians as Colonists settled to the new territory. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation and the impact of bridging cultures. Intertextuality is integral as students synthesize different accounts of events, ideas, and theories to determine what is right and just.

LESSON OBJECTIVES FOR THIS READING

Students will understand how the author's craft works with history to build understandings of Squanto's strong character.

To achieve this understanding, the students will:

- analyze the behaviors of Squanto throughout the story and gather details to support how Squanto is characterized; and
- analyze the author's craft and word choice to describe Squanto as pniiese, a man of honor, courage, and respect.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- peace (explicit)

DAILY TASK

Do you believe Squanto was a pniiese (a man of honor, courage, and respect)? Write an opinion piece to describe if you think he was a pniiese, and why that is your opinion. Imagine you have been asked to share your opinion at a local history fair. The visitors to the fair may not know much about Squanto, so your word choice and reasons will be important for them to understand your opinion. Think about how the author, Joseph Bruchac's craft and word choice have helped you to form your opinion. Be sure to provide evidence of how Squanto exhibited each of those character traits.

Your writing should:

- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- provide a concluding statement or section; and
- use precise language from the vocabulary you studied.

POSSIBLE STUDENT RESPONSE

Evidence


Honor: kindness to others, no matter what they had done to him


Courage: brave even though he was being kidnapped

Respect: spoke to his captors with respect

Pniiese is a great word to describe the character of Squanto. He was a man of honor, courage, and respect. In fact, he showed his courage by keeping his spirit strong when he and some of his people were kidnapped by the English, and encouraged them to do the same. Squanto respectfully asked Massasoit, the sachem of the Pokanoket, to try and make peace with the English. Squanto had been taken prisoner

by the Pokanoket, but this didn't stop him from speaking to the sachem with respect and honor. Even though Massasoit did not listen at first, the Pokanoket eventually released Squanto so that he could be a guide for the English. I believe he was released because he had been respectful to his captors. He was also a man of honor, a man with high standards of behavior. He treated the English with kindness. He taught the English about hunting and farming. So even though he had once be held captive by some English men, he didn't let that change the way he treated all English. I think he knew that just because some of the English didn't respect him and his people, that didn't mean that all English wouldn't respect him and his people. If it hadn't been for Squanto's courage, honor, and respect, the English of the Plymouth colony may not have survived.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "Today, we are going to read another fiction text from the perspective of the American Indians."</i>	
Pages 3-4	<p>What do you know about Squanto's character? What evidence supports that?</p> <p>What is the meaning of honor in this text?</p> <p>What other word might we use in place of honor?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>We know that he and his people value honor.</p> <p>According to the text, a handshake was evidence of honor or that the handshake signaled respect between the two people.</p> <p>We could use respect.</p>
Pages 3-4	What connections are you making between the way this author describes the settlers to the way the author of <i>Encounter</i> described them?	The ship was described as a giant bird in both texts. This text doesn't focus on how different they were from the American Indians.
Pages 5-6	Explain other character traits that describe Squanto as his journey continues. How do you know this?	He was resourceful and smart. He knew that being useful to the English would help him get home.
Pages 7-8	<p>How does Squanto feel about Thomas Dermer when he says, "our memories of each other were like the taste of good water"?</p> <p>What evidence supports this claim?</p>	Squanto is glad to be back with Thomas Dermer. When he said that their memories were like a taste of good water, I am thinking they are good memories. The text even says they were friends.

Pages 9-10	How is Squanto's journey and character development impacted by more than just the English?	He was captured by another American Indian tribe. He also saw how another American Indian who had similar experiences turned against all Englishmen.
Pages 9-10	Compare and contrast the experiences and resulting character traits of Squanto and Epanow.	Both were taken as prisoners by the Englishmen. Squanto did not hate all white men, but Epanow did. He wanted to kill them all.
Pages 15-16	What can you tell about Squanto's character as he returns to his homeland?	I can tell that Squanto is respectful and honorable. He told his brother he hoped they could share their land with the colonists.
Page 17-end	Is caring for people the only way you can show honor, respect, and courage? Why or why not?	No, we can show courage when we are brave in the face of danger like Squanto.
Use the last 2 pages from this text and the last 2 pages from <i>Encounter</i> .	With a partner, compare and contrast the text and illustrations that are on these pages. Be sure to cite evidence for your thinking. Which text do you think gives us a more accurate perspective of history? Why? 	Both of these pages are the end of an American Indian's story about their own experiences. Both are like them reflecting back on their experiences. But each tale is about a different experience. One was about a boy who had a dream that may have been an actual warning about the white people. One was about how a man used courage, honor, and respect to make friends with the English. The story of Squanto gives us a more accurate perspective of this time because it was written in a way that describes actual events. <i>Encounter</i> might be seen as just a made up tale because it talks about dreams coming true. I think <i>Squanto's Journey</i> is more believable.
	How can we think about historical accounts of American Indians as we reflect on this text? Which message is most prevalent in historical accounts, Squanto's perspective or Epanow's? How do these different perspectives shape our understanding of our history?	We can think of historical accounts of American Indians in different ways. One book was about how cruel the colonists were and one was about how they worked together with the American Indians. In historical accounts, we see more similarities to <i>Encounter</i> than <i>Squanto's Journey</i> .

1607 A NEW LOOK AT JAMESTOWN– READING 1, QUESTION SEQUENCE 1, DAILY TASK 12

TEXT

Text: *1607 A New Look at Jamestown*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

N/A

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The text is organized with a table of contents and chronological sections to develop a deeper understanding of the early beginnings of colonial life. Some connections between expanded ideas are developed. Use of graphics extends the reader's understanding of the meaning of text.

LANGUAGE FEATURES

The language features are moderately complex. The text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational vocabulary supported throughout text using illustrations to support meaning. Sentence structure is more complex with the use of phrasing and punctuation to create lengthy sentences.

MEANING/PURPOSE

The purpose is very complex. There are multiple levels of meaning in this text. This is a story about the history of Jamestown and how discovery of the archeological site is bringing new insight to the true facts and findings. The challenge is for students to understand that this colony and others like it (Roanoke) were actually the precursor to the Mayflower journey. Additionally, how theories of the past can change based on new evidence from historical accounts. The theme of history not being "static", but multi-faceted brings together new insights and understandings.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students will come with a level of background knowledge about the history of the Jamestown settlement. This will serve as a foundation to support the introduction of new ideas and thoughts to consider about the accurate documentation of this historical site that preceded the Mayflower journey.

LESSON OBJECTIVES FOR THIS READING

Students will understand that theories about what happened in the past can change based on new evidence from historical accounts.

To achieve this understanding, the students will:

- identify the connections between what they already know and will learn about Jamestown, as an early colony;
- compare and contrast myths-truths surrounding the history, rituals, and reasons for these myths; and
- integrate this information about Jamestown to continue building knowledge about the history of the colonies.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- static (embedded)
- archaeological (explicit)
- excavated (embedded)

DAILY TASK


You are a historical researcher. You are going to write an opinion paper about what would have happened if Jamestown, our first colony, had failed. Be sure to include your thinking from the many texts that you have studied as you form your opinion and support it with facts from history.

Your writing should:

- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- use precise language from the vocabulary you studied
- provide a concluding statement or section; and
- provide a conclusion.

POSSIBLE STUDENT RESPONSE

Did you know that the pilgrims were not the first colonists to arrive and settle in America? In fact, the first successful colony in America was Jamestown. Jamestown's success was very important to our nation even today. If Jamestown had failed, the English might have given up on colonizing this land. If that had happened, the American Indians might still have this land or it could have been colonized by another country such as Spain. The settlers never gave up, even with challenges such as sickness, war and death. Many of the things such as our language, government, and economy started in Jamestown. As a successful colony, Jamestown began to shape our country.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<p><i>Teacher's Note: Only read the Forward, page 5, and A New Look at Jamestown, pages 43-44.</i></p> <p><i>Teacher's Script: "Up until now, we have learned about our past and how it is shaped by our perspectives and the information that we have. We are going to go back a little further in time to learn about a colony that was settled before Plymouth and its importance to us today. We are going to think about how this too is an example of a primary source?"</i></p>	
Page 5	<p>On page 5, the author says that, "History is not static: It is not a single story." Talk to your partner about what the author means by this. Think about all of the texts we have read and information we have studied.</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	I think this means that the more we learn about something from the past, the more we understand it.
Page 5	How have new discoveries extended our learning about the past?	There have been over a million artifacts found to help us better understand the truths about the first colony. Since these artifacts have been discovered, we have learned more about the people that lived there such as what type of shelter they had.
Page 43	<p>Why did Jamestown's 400th Anniversary celebration become a commemoration?</p> <p>What does this tell us about how Americans are considering other perspectives?</p>	<p>The American Indians did not see this as a celebration, but rather a remembrance of the end of their ways of life. The Americans choose to remember all rather than celebrate one group.</p> <p>This tells me that throughout the past 400 years, we have come to realize that the American Indian perspective must be considered rather than discarded like in <i>Squanto</i> and <i>Encounter</i>.</p>
Page 44	The author mentions some of our myths that we have studied, and in the last sentence says, "From Jamestown, a colony that nearly failed grew a great nation." What might have happened if Jamestown, our first colony had	<p>Example:</p> <p>If our first colony had failed, we might not have continued to explore and colonize the New World. We might not</p>

	failed?	have created our nation.
	What did this text add to our understanding of the perspectives of the American Indians and the colonists?	We learned that there are many myths associated with both the Colonists and the American Indians. This text shows us that history and perspectives change as we find more evidence and facts from the past.
	How is this an example of a primary source?	We learned that a primary source can be an artifact. They uncovered over 1 million artifacts from that time that tell us more about their way of life.

ROANOKE THE LOST COLONY– READING 1, QUESTION SEQUENCE 1, DAILY TASK 12

TEXT

Text: *Roanoke the Lost Colony*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

The text is meant to be paired with The Mystery of the Roanoke Colonists.

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

850L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The text is organized with a variety of text structures to help students gain a deeper understanding about the development of the Roanoke Colony. Text boxes provide background knowledge, while journal entries extend the learning with more detail and specific language to connect thinking. Some connections between expanded ideas are developed to describe several of the theories surrounding the lost colony. Use of graphics extends the reader's understanding of the meaning of text.

LANGUAGE FEATURES

The language features are moderately complex. The text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational vocabulary supported throughout text using illustrations. Additionally, academic vocabulary is supported with text boxes that provide definitions. Sentence structure is more complex with the use of phrasing and punctuation to create lengthy sentences.

MEANING/PURPOSE

The meaning is very complex. There are multiple levels of meaning in this text. This is a story that develops the background knowledge about the Roanoke Colony and explains the theories around the missing colonists of Roanoke. The challenge is for students to understand that the Roanoke Colony development (and others) preceded the Mayflower journey. This looked over account in history allowed for misinformation and

KNOWLEDGE DEMANDS

The knowledge demands are very complex. This text may present new information to students. It will serve as a foundation to support students' investigating documents, websites, and other sources to explore new ideas and thoughts to consider as they develop their own theories about the true timeline of colonial settlements. Multiple opportunities to support intertextuality as they look for evidence to defend their findings.

misinterpretation to begin in the timeline of thinking students may presently have.

LESSON OBJECTIVES FOR THIS READING

Students will understand that there were colonies, specifically, the colony of Roanoke, that didn't survive and there is still no clear understanding of what happened to the colonists of Roanoke.

To achieve this understanding, the students will:

- read and discover how the Roanoke Colony began; and
- describe connections between what they already know about relationships colonists had with other countries and American Indians, as they consider various theories about the disappearance of the Roanoke Colony.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- theories (embedded)
- razed (embedded)
- ransacked (explicit)

DAILY TASK

Think about the different theories from the texts, *Roanoke the Lost Colony* and *The Mystery of the Roanoke Colonists*. Also consider all the new knowledge you have gained in this unit. Form an opinion about what you think happened to the Roanoke colonists. You will share this opinion with your peers in your classroom. Support your answer with accurate evidence.


Your writing should:


- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- provide a concluding statement or section; and
- use precise language from the vocabulary you studied.

Teacher's Note: This might be an opportunity for Heterogeneous Small Groups. Groups could be formed based on the theories chosen by the students. Students could deeply research their chosen theory with peers in their heterogeneous small group. This task is meant to be completed after reading both Roanoke the Lost Colony and The Mystery of the Roanoke Colonists.

POSSIBLE STUDENT RESPONSE

In my opinion, based on the facts I have read, I feel that the “no survivors” theory is the most reasonable. I have learned that life for the colonists was dangerous for many reasons. I know that over half of the colonists who came over on the Mayflower died because of harsh conditions and not enough food, so it is logical to think that these Roanoke colonists could have died while they were waiting for John White to return with supplies. But, I think they probably died while they were on their way to Croatoan because they left the CRO on a tree, meaning they left and went somewhere else. I think they died on this journey. I also know that the relationships with the American Indians was often hostile. I still believe they didn't survive their trip to Croatoan, but it may have been because they were attacked by American Indians instead of starvation or the harsh elements. This evidence is enough for me to believe in the “no survivors” theory.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: The text is meant to be paired with The Mystery of the Roanoke Colonists.</i></p> <p><i>Teacher's Script: "We have learned so much about the 17th century. We have learned that because of research and primary sources, we are able to understand more about the first colonies and the American Indians that lived there first. Today we are going to go even further back in history and read about a another colony and its mysterious disappearance."</i></p>	
Page 4	<p>Knowing that Roanoke was one of the first colonies, how similar or different were the settlers actions to those actions of the later colonists of Plymouth and Massachussets Bay?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	These early settlers acted the same way towards the American Indians. They depended on the American Indians but treated them badly.
Page 6	How did the colonists document the New World?	There were paintings brought back of plants, people, and animals.
Page 8	What evidence do we have that White thought ahead about possible problems with the American Indians?	White took two American Indians with his group to help him keep his group safe.

Page 11	The group found the fort, "razed." Use the illustration and the rereading of this page to help you understand the meaning of razed.	Razed means destroyed because the illustration shows the fort is torn down and the words tell me there are no people there just skeletons and animals.
Page 13	This page gives us information about why the fort was razed when White's group arrived. How did the Croatoan people explain what happened? What role did the Croatoans have in it?	They explained that some of their enemies surrounded the men and people from both sides were killed. The colonists who were not hurt rowed away in a boat. They didn't mention having a role besides watching the events.
Page 13	When the author says the Croatoans pleaded for a token of friendship, how does this impact your thinking about them? Explain why you think this way.	This makes me think that the Croatoans were fearful of White and his group and really wanted to get along.
Page 15	Why was this a "terrible mistake"?	This was a terrible mistake because they attacked a group of friendly Croatoans who could have been helpful to them.
Page 18	The author mentions a, "plight," or difficult and serious situation. Discuss three of the situations that were causing the colonists, "plight." 	The colonists had a plight because England thought they were in Chesapeake Bay, they were running out of supplies, and winter was coming.
Page 24	This page makes me think of the word, razed, again. When White returned several months later, what had happened to the Roanoke colony? What clues were left by the colonists to help White understand more about where they went?	The colony was once again razed. The colony was completely empty and everything had been ransacked. The colonists left clues as White had asked. They left CRO and CROATOAN on a tree and a post. There was no cross to indicate trouble. Just these words to indicate a move to the Croatoan island.
	This colony was settled before Plymouth. What could those settlers have learned from these earlier settlers? What happens when we don't have sufficient information about a settlement? How is this different from what we know	The Plymouth settlers could have known more about the New World, if the Roanoke Colony has survived. They could have been more prepared for what they were going to find. When we don't have enough information

	<p>about Jamestown?</p> <p>What does this mean when we try to understand the reality of our history in different settlements?</p>	<p>about a settlement, there are theories about what happened to them.</p> <p>This is different than what we know about Jamestown because there have been artifacts found to support the history of Jamestown.</p> <p>When we think about what this means about the reality of the history in other settlements, I think it means the more we learn and the more information and artifacts we have, the more we will actually know about our history and the less we will have to leave to theory or predictions.</p>
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MYSTERY OF THE ROANOKE COLONISTS– READING 1, QUESTION SEQUENCE 1, DAILY TASK 13

TEXT

Text: *Mystery of the Roanoke Colonists*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

910L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The text is organized with a table of contents and sections to develop a deeper understanding about the mystery of the Roanoke Colony. Some connections between expanded ideas are developed to describe several of the theories surrounding the lost colony. Use of graphics extends the reader's understanding of the meaning of text.

LANGUAGE FEATURES

The language features are moderately complex. The text is largely explicit and easy to follow with some occasions for more complex meaning. Familiar and conversational vocabulary supported throughout text using illustrations. Sentence structure is more complex with the use of phrasing and punctuation to create lengthy sentences.

MEANING/PURPOSE

The purpose is very complex. There are multiple levels of meaning in this text. This is a story that develops and explains the theories around the missing colonists of Roanoke. The challenge is for students to synthesize new information from multiple perspectives that will help form their thoughts and ideas about what they think might have happened.

KNOWLEDGE DEMANDS

The knowledge demands are very complex. This text may present new information to students. It will serve as a foundation to support students' investigating documents, websites, and other sources to explore new ideas and thoughts to consider as they develop their own theories about what could have happened to the colonists. Multiple opportunities to support intertextuality as they look for evidence to defend their findings.

LESSON OBJECTIVES FOR THIS READING

Students will understand that there are many possibilities to consider about what happened to the colonists of Roanoke.

To achieve this understanding, the students will:

- identify the connections between what they already know about relationships colonists had with other countries and American Indians as they consider theories about Roanoke Colonists; and
- compare and contrast the myths and truths surrounding the disappearance of the colonists of Roanoke.

VOCABULARY WORDS

The following words will be reinforced in this reading:

- theory

DAILY TASK

Think about the different theories from the texts, *Roanoke the Lost Colony* and *The Mystery of the Roanoke Colonists*. Also consider all the new knowledge you have gained in this unit. Form an opinion about what you think happened to the Roanoke colonists. You will share this opinion with your peers in your classroom. Support your answer with accurate evidence.

Your writing should:


- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- provide a concluding statement or section; and
- use precise language from the vocabulary you studied.

Teacher's Note: This might be an opportunity for Heterogeneous Small Groups. Groups could be formed based on the theories chosen by the students. Students could deeply research their chosen theory with peers in their heterogeneous small group. This task is meant to be completed after reading both Roanoke the Lost Colony and The Mystery of the Roanoke Colonists.

POSSIBLE STUDENT RESPONSE

In my opinion, based on the facts I have read, I feel that the "no survivors" theory is the most reasonable. I have learned that life for the colonists was dangerous for many reasons. I know that over half of the colonists who came over on the Mayflower died because of harsh conditions and not enough food, so it is logical to think that these Roanoke colonists could have died while they were waiting for John White to return with supplies. But, I think they probably died while they were on their way to Croatoan because they left the CRO on a tree, meaning they left and went somewhere else. I think they died on this journey.

I also know that the relationships with the American Indians was often hostile. I still believe they didn't survive their trip to Croatoan, but it may have been because they were attacked by American Indians instead of starvation or the harsh elements. This evidence is enough for me to believe in the "no survivors" theory.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: You will read the text in its entirety, but then do a close read of pages 23-43. This text is meant to be paired with the previous text, Roanoke The Lost Colony.</i></p> <p><i>Teacher's Script: "We are going to continue to read about Roanoke the lost colony and make predictions about what might have happened to the settlers who went to this colony."</i></p>	
Page 26	<p>You have read about two theories of what happened to the Roanoke colonists. Why do historians believe that these are not actually what happened?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	The Spanish would have wanted to brag about killing the colonists and they did not. The American Indians would have it in their folklore and it is not.
Pages 30-33	What are two other theories about what happened to the colonists? How can they be supported or disproved?	<p>The colonists took their small boat back to England or Croatoan island. It could have sunk and they might have drowned. But, the boat could have also been stolen.</p> <p>Another theory is the drought might have killed them. However, there were no graves found.</p>
Pages 35-41	What evidence is there that the colonists survived?	There are ancestors that are American Indian but with light eyes and hair. There were American Indians reported who could speak English.
Page 41	Can we add details to our myth/reality anchor chart? Why or why not?	We cannot add anything because we don't have any actual evidence. There was nothing left behind other than the message on the tree. We know that in order to debunk a myth, we have to be able to research and find evidence.

Pages 42-43	<i>Teacher's Script: "These pages would be great references for you as you weigh the evidence and prepare to form your opinion about what happened to the Roanoke Colonists. Additionally, the last three pages in Roanoke the Lost Colony would also be helpful."</i>	
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END-OF-UNIT TASK

END-OF-UNIT TASK

Leaders from a national museum want to create a new exhibit related to the New World from the middle 1500s to the middle 1600s knowing how many widespread myths there currently are. The exhibit needs a title, points of interest, and an informational flyer. In order to help the museum plan for the new exhibit, they have asked third graders in Tennessee to help.

In your opinion, what are the three biggest myths influencing our perspectives on historical events of this time (refer to your list that you have in your Mythbusters Notebook)? Write a proposal to the museum director, titling the exhibit and explaining **why** (opinion) these three events should be included in the exhibit and **how** (reasons/evidence) they should be depicted. Be sure to use evidence from our unit to support your proposal.

Your proposal should include:

- an introduction to your topic;
- a title of the exhibit;
- three myths that need to be debunked;
- reasons and evidence debunking each myth;
- a concluding statement; and
- linking words to connect myths to evidence.

Additionally, you will create an informational flyer to advertise the exhibit. You will design your flyer using facts, text features, and graphics from our unit to support the opening of the exhibit.

Your flyer should include:

- a title of the exhibit;
- three reasons for seeing the exhibit;
- an interesting layout;
- text features;
- graphics; and
- a date, time, and location of exhibit.

STUDENT RESPONSE

Dear Museum Director,

I would like to propose a new exhibit about the early American colonies for your museum. I would title the exhibit, Changing Perspectives. The exhibit would have three main areas. First, there would be a focus on Thanksgiving. We thought that Thanksgiving was celebrated as a religious time for colonists and American Indians to come together. However, it was actually a harvest gathering that the American Indians weren't invited to. At the time of this "Thanksgiving", we thought that the American Indians wore large feather headdresses and that the pilgrims wore black clothes with tall black hats. We now know that their dress was actually quite different. Next, I would like to include a part about the reasons the colonists came to America. Most people think colonists came to America for religious freedom, but actually they came for many different reasons too, but mainly to better their families' lives. Some did want religious freedom, but others simply wanted wealth. The English were looking for resources to bring back to England as well. The final part of the exhibit would focus on the way the colonial people lived. We might think that they had very clean lifestyles, but we have learned that they were actually very unclean and even thought being cleaned with water was bad. Their lives were very challenging. They had to deal with sickness, disease, hunger, cold, and many other disgusting things, such as no indoor plumbing or toilet paper! I hope your museum chooses to host my exhibit, Changing Perspectives.

Sincerely,

Tennessee 3rd Grader

Student flyers will vary but should include all components in the task.

END-OF-UNIT TASK RUBRIC

END-OF-UNIT TASK RUBRIC

Directions: After reading and reflecting on the student work sample, score each area and total the rubric score at the bottom. Note that this rubric is designed to look at student work samples in a holistic manner.

	Below Expectation (0)	Needs More Time (1)	Meets Expectation (2)	Above Expectation (3)
Content (Text-based evidence)	Writes but does not use a myth from text set to explain or off topic	Writes to explain 1 myth to and reason to defend thinking	Writes to explain at least 2 myths and reasons to defend thinking	Writes to explain 3 or more myths and reasons to defend thinking
Word Choice (Content Vocabulary)	Uses 0 or 1 content vocabulary to explain change in perspective	Uses 3 content vocabulary to explain change in perspective	Uses 4 content vocabulary to explain change in perspective	Uses 5 or more science content vocabulary to explain change in perspective
Mechanics	Uses little or no use of punctuation, capitalization, and appropriate grade level spelling	Uses some punctuation, capitalization, and appropriate grade level spelling but errors make understanding difficult	Mostly uses punctuation, capitalization, and appropriate grade level spelling but errors do not interfere with the understanding	Consistently uses punctuation, capitalization, and appropriate grade level spelling
Structure	Writing omits an introduction and conclusion , and includes few detail sentences	Writing omits an introduction or conclusion , and includes some detail sentences	Writing includes an introduction, supporting sentences, some linking words, and a conclusion	Writing includes a clear introduction, supporting sentences, appropriate linking words, and a clear conclusion

Total: _____

Above Expectation: 11 -12 points Meets Expectation: 8-10 points

Needs More Time: 4-7 points Below Expectation: 0-3 points

*Points are not designed to be averaged for a grade. This rubric is designed to look at student work samples in a holistic manner.

APPENDIX A: UNIT PREPARATION PROTOCOL

Question 1: What will students learn during my unit?

Review the content goals for the unit, and identify the desired results for learners.	
<ul style="list-style-type: none"> • What are the concepts around which I will organize my unit (<i>universal concept, unit concept</i>)? • What will students come to understand through deep exploration of these concepts (<i>essential questions, enduring understandings*</i>)? • What disciplinary knowledge will focus instruction and provide the schema for students to organize and anchor new words (<i>guiding questions, disciplinary understandings</i>)? • Why is this content important for students to know? <p>*Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe (2013).</p>	

Question 2: How will students demonstrate their learning at the end of my unit?

Review the end-of-unit task and the exemplar response to determine how students will demonstrate their learning.	
<ul style="list-style-type: none"> • How does the task integrate the grade-level standards for reading, writing, speaking and listening, and/or foundational literacy in service of deep understanding of the unit texts and concepts? • How does the task call for students to synthesize their learning across texts to demonstrate their understanding of the unit concept? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? • How does the task prompt student thinking and writing that reflects the grade-level expectations? 	

- What is the criteria for success on this task?
What does an excellent response look/sound like?

Question 3: How will students build knowledge and vocabulary over the course of the unit?

Read each of the texts for the unit, and consider how the texts are thoughtfully sequenced to build world and word knowledge.

- How are the texts sequenced to build knowledge around the unit concepts?
- How are the texts sequenced to support students in developing academic and domain-specific vocabulary?
- Which instructional strategies are suggested for each text? How will I sequence them within the literacy block?

Question 4: What makes the text complex?

You are now ready to prepare at the lesson level. To do this, revisit the individual text. Review the text complexity analysis and read the desired understandings for the reading.

- What aspects of this text (structure, features, meaning/purpose, knowledge) are the most complex?
- What aspects of the text are most critical for students to comprehend to ensure they arrive at the desired understanding(s) for the reading?
- Where might you need to spend time and focus students' attention to ensure they comprehend the text?

Question 5: How will I help students access complex texts during daily instruction?

Review the question sequence, and reflect on how the questions support students in accessing the text.

- How does the question sequence support students in accessing the text and developing the desired understanding(s) of the reading?
- How does the question sequence attend to words, phrases, and sentences that will support students in building vocabulary and knowledge?
- How are the questions skillfully sequenced to guide students to the desired understanding(s) of the reading?
- How will you ensure all students engage with the questions that are most essential to the objectives of the lesson? (Consider structures such as turn and talk, stop and jot, etc.)
- How will you consider additional texts, or additional reads of the text, to ensure students fully access and deeply understand the text?
- Are there any additional supports (e.g., modeling, re-reading parts of the text) that students will need in order to develop an understanding of the big ideas of the text and the enduring understandings of the unit?

Question 6: How will students demonstrate their learning during the lesson?

Review the daily task for the lesson to determine what students will be able to do at the end of the lesson.	
<ul style="list-style-type: none"> • How does the task require students to demonstrate their new or refined understanding? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? How does the task prompt student thinking and writing that reflects the grade-level expectations? • How does this task build on prior learning in the unit/prepare students for success on the end-of-unit task? • How will students demonstrate their learning during other parts of the lesson? What is the criteria for success on this task? What does an excellent response look/sound like? 	

Question 7: What do my students already know, and what are they already able to do?

Consider what your students already know and what they are already able to do to support productive engagement with the resources in the unit starter.	
<ul style="list-style-type: none"> • What knowledge do my students need to have prior to this unit? • What do my students already know? What are they already able to do? • Given this, which/what components of these texts might be challenging? Which/what components of these tasks might be challenging? • What supports will I plan for my students (e.g., shifting to a different level of cognitive demand, adding or adjusting talking structures, adding or adjusting accountable talk stems into student discussions, providing specific academic feedback, or adding or adjusting scaffolded support)? 	

- How can the questions and tasks provided in the unit starter inform adjustments to upcoming lessons?

Question 8: What content do I need to brush up on before teaching this unit?

Determine what knowledge you as the teacher need to build before having students engaged with these resources.

- What knowledge and understandings about the content do I need to build?
- What action steps can I take to develop my knowledge?
- What resources and support will I seek out?

APPENDIX B: LESSON PREPARATION PROTOCOL

Question 1: What will students learn during this lesson?

Review the desired understanding(s) for the reading. Then read the daily task and the desired student response.

- What is the desired understanding(s) for this reading?
- How does this desired understanding build off what students have already learned? What new understandings will students develop during this reading?
- How will my students demonstrate their learning at the end of the lesson?
- How does the desired understanding for this reading fit within the larger context of the unit?

Question 2: How might features of the text help or hold students back from building the disciplinary and/or enduring understandings?

Read and annotate the lesson text and review the associated text complexity analysis.

- Where in the text will students be asked to make connections to what they already know? Where in the text will students build new knowledge?
- What aspects of the text (structure, features, meaning/purpose, knowledge) might help or hold students back from building the disciplinary and/or enduring understandings?
- Where do I need to focus students' time and attention during the read aloud/shared reading?

Question 3: How will I support students in accessing this text so they can build the disciplinary and/or enduring understandings?

Read through the question sequence and the desired student responses.	
<ul style="list-style-type: none"> • Which question(s) are crucial and most aligned to the desired understandings? What thinking will students need to do to answer the most important questions? • Which questions target the aspects of the text that may hold students back from building the desired disciplinary and/or enduring understandings? • Are there adjustments I need to make to the questions or their order to meet the needs of my students - while ensuring students are still responsible for thinking deeply about the content? • What do I expect to hear in students' responses? How will I support to students who provide partial or incomplete responses in developing a fuller response? 	

APPENDIX C: USEFUL PROCEDURAL EXAMPLES FOR EXPLICIT VOCABULARY INSTRUCTION

Example 1:

- Contextualize the word for its role in the text.
- Provide a student friendly definition, description, explanation, or example of the new term along with a nonlinguistic representation and a gesture.
- Provide additional examples, and ask students to provide their own examples of the word.
- Construct a picture, symbol, or graphic to represent the word.
- Engage students in lively ways to utilize the new word immediately.
- Provide multiple exposures to the word over time.

-Beck et al., 2002; Marzano, 2004

For a specific example, see the shared reading webinar presentation found [here](#).

Example 2:

- Say the word; teach pronunciation.
- Class repeats the word.
- Display the word with a visual, read the word, and say the definition using a complete sentence.
- Have the class say the word and repeat the definition.
- Use the word in a sentence: the context of the sentence should be something students know and can connect with.
- Add a gesture to the definition, and repeat the definition with the gesture.
- Students repeat the definition with the gesture.
- Have student partners take turns teaching the word to each other and using the word in a sentence they create.
- Explain how the word will be used in the text, either by reading the sentence in which it appears or explaining the context in which it appears.

- Adapted from *50 Nifty Speaking and Listening Activities* by Judi Dodson